

**THE USE OF THE VOCABULARY LEARNING STRATEGIES AND
THEIR USEFULNESS AS PERCEIVED BY ENGLISH DEPARTMENT
STUDENTS AT THE STATE ISLAMIC INSTITUTE OF KERINCI IN THE
2025/2026 ACADEMIC YEAR**

A THESIS



BY

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NIM : 2110203045

**ENGLISH DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2025/1446**

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A THESIS

*Submitted as a partial fulfilment of The Requirement For Undergraduate Degree
at the English Education Program the Faculty Of Education And Teacher
Training at the State Islamic Institute Of Kerinci*

By :

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**ENGLISH DEPARTMENT
FACULTY EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2025/2026**

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Sungai Penuh, Oktober 2025

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To:

THE LECTURERS OF IAIN KERINCI

The Rector of IAIN Kerinci

in-

Sungai Penuh

OFFICIAL NOTE

Assalamu 'alaikum Warahmatullahi Wabarakatuh,

After guiding, analyzing, briefing, and correcting the thesis of Diani Rahmatul Fitri (Student Number: 2110203045) entitled *"The Use of the Vocabulary Learning Strategies and Their Usefulness as Preceived by English Major Students at the State Islamic Institute of Kerinci in the 2025/2026 Academic Year"*, We are of the opinion that the thesis has met the qualifications as a partial fulfilment of the requirements for the undergraduate degree in the English Education Program, the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci. Thus, we hereby submit the thesis to the faculty for the immediate administrative process for the final examination.

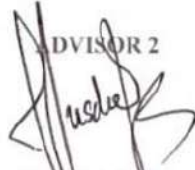
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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that the thesis entitled **"The Use of the Vocabulary Learning Strategies and Their Usefulness as Perceived by English Major Students at the State Islamic Institute of Kerinci in the 2025/2026 Academic Year"** is the researcher's own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, nor material which to a substantial extent has been accepted for the award of any other educational intuitions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at the State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception, or in style, presentation, and linguistic expression, has been acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis, entitled "*The Use of the Vocabulary Learning Strategies and Their Usefulness as Perceived by English Major Students at the State Islamic Institute of Kerinci in the 2025/2026 Academic Year*" by Diani Rahmatul Fitri Student Number : 2110203045 has been examined in the viva voce held by the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci on.....This thesis is submitted as a partial fulfilment of the requirements for the undergraduate degree in the English Education Program, the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci.

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ABSTRACT

Diani Rahmatul Fitri : “The Use of the Vocabulary Learning Strategies and Their Usefulness as PERCEIVED by English Major Students at the State Islamic Institute of Kerinci in the 2025/2026 Academic Year”

Advisor 1 : Dr. Daflizar, S.Pd., M.A.

Advisor 2 : Musdizal, M.Pd.

Keywords :Vocabulary learning strategies, English Department students, memory strategy, cognitive strategy, metacognitive strategy

This research aimed to analyze the use of Vocabulary Learning Strategies (VLS) and their perceived usefulness among English Department students at the State Islamic Institute of Kerinci in the 2025/2026 academic year. Using a sequential explanatory mixed-method design, quantitative data were collected from 94 students through a questionnaire based on Schmitt's (1997) taxonomy, while qualitative data were obtained from semi-structured interviews with 10 selected participants. The data were analyzed using descriptive statistics, Mann–Whitney U tests, and ANOVA for the quantitative phase, using interview steps by Miles and Huberman's (1994) model for qualitative analysis. The findings revealed that cognitive and memory strategies were the most frequently used, such as repeating words, using dictionaries, and practicing pronunciation, while metacognitive strategies were the least applied. There was no significant difference in the use of VLS between male and female students; however, a significant difference was found across academic levels, where the semester 3 higher than semester 1 students. Overall, cognitive and memory strategies were perceived as the most effective for vocabulary comprehension, retention, and enhancing students' confidence in using English.

ABSTRAK

Diani Rahmatul Fitri : Penggunaan Strategi Pembelajaran Kosakata dan Kegunaannya Menurut Persepsi Mahasiswa Jurusan Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Kerinci pada Tahun Akademik 2025/2026

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Pembimbing 2 : Musdizal, M.Pd

Keywords : Strategi pembelajaran kosakata, mahasiswa jurusan bahasa Inggris, strategi memori, strategi kognitif, strategi metakognitif

Penelitian ini bertujuan untuk menganalisis penggunaan strategi pembelajaran kosakata (Vocabulary Learning Strategies/VLS) dan persepsi mahasiswa terhadap kegunaannya di Jurusan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Kerinci pada tahun akademik 2025/2026. Penelitian ini menggunakan desain metode campuran dengan pendekatan sequential explanatory, di mana data kuantitatif dikumpulkan dari 94 mahasiswa melalui kuesioner berdasarkan taksonomi Schmitt (1997), sedangkan data kualitatif diperoleh melalui wawancara semi-terstruktur dengan 10 partisipan terpilih. Data dianalisis menggunakan statistik deskriptif, uji Mann–Whitney U, dan ANOVA untuk tahap kuantitatif, serta tahapan analisis wawancara berdasarkan model Miles dan Huberman (1994) untuk tahap kualitatif. Hasil penelitian menunjukkan bahwa strategi kognitif dan memori merupakan strategi yang paling sering digunakan, seperti mengulang kata, menggunakan kamus, dan berlatih pengucapan, sedangkan strategi metakognitif merupakan yang paling jarang diterapkan. Tidak terdapat perbedaan signifikan dalam penggunaan VLS antara mahasiswa laki-laki dan perempuan; namun terdapat perbedaan signifikan antar tingkat semester, di mana mahasiswa semester 3 lebih tinggi dibandingkan mahasiswa semester 1. Secara keseluruhan, strategi kognitif dan memori dianggap paling efektif dalam meningkatkan pemahaman, retensi kosakata, serta kepercayaan diri mahasiswa dalam menggunakan bahasa Inggris.

DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis for

My beloved God Allah SWT and My beloved Prophet Muhammad SAW

My beloved parents. My father Marjohan who has passed away and My mother Lisnadra, for your endless prayers, Your constant love, motivation. This humble work and the degree I earn are dedicated to you both.

My beloved Husband, Anggia Deftian, thank you, my dearest husband, for always being by my side for your endless love, patience, and support from noon till midnight, and from midnight until this thesis was finally done. Even as I write these words, you are by my side, your presence reminding me that love and encouragement can truly make every struggle worthwhile.

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Motto

الَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

"Allah will raise those who have believed among you and those who were given knowledge, by degrees."

— (Qur'an, Surah Al-Mujadilah [58]: 11)

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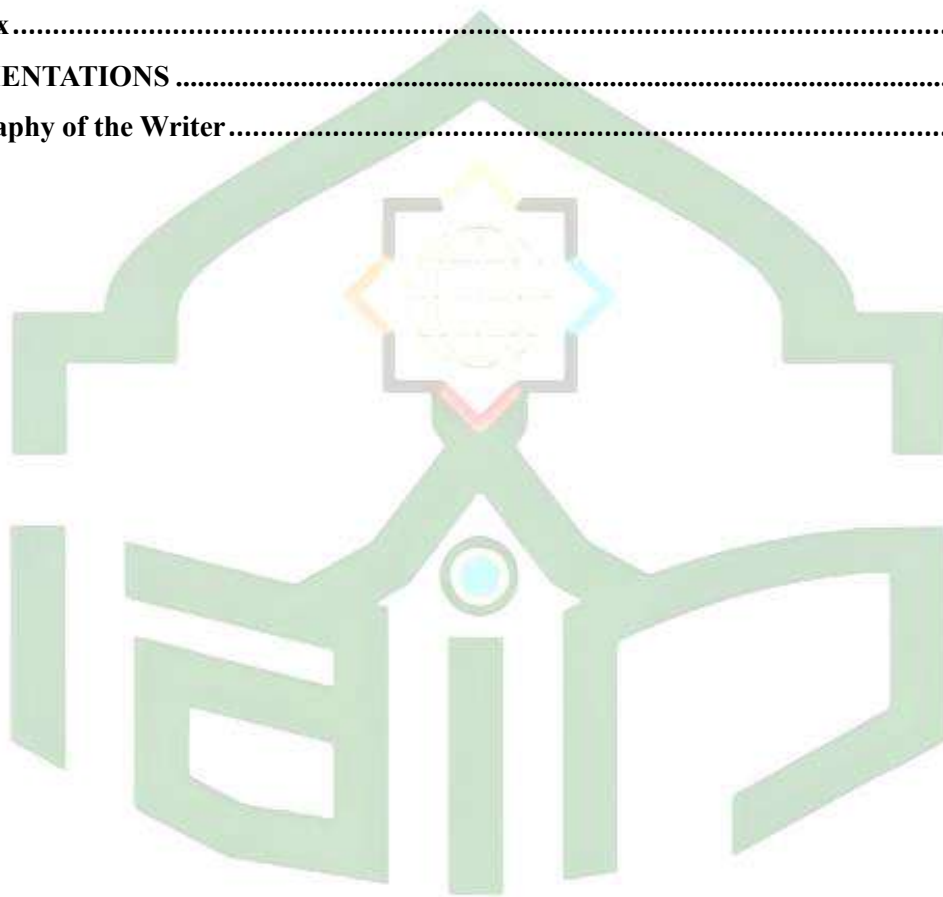
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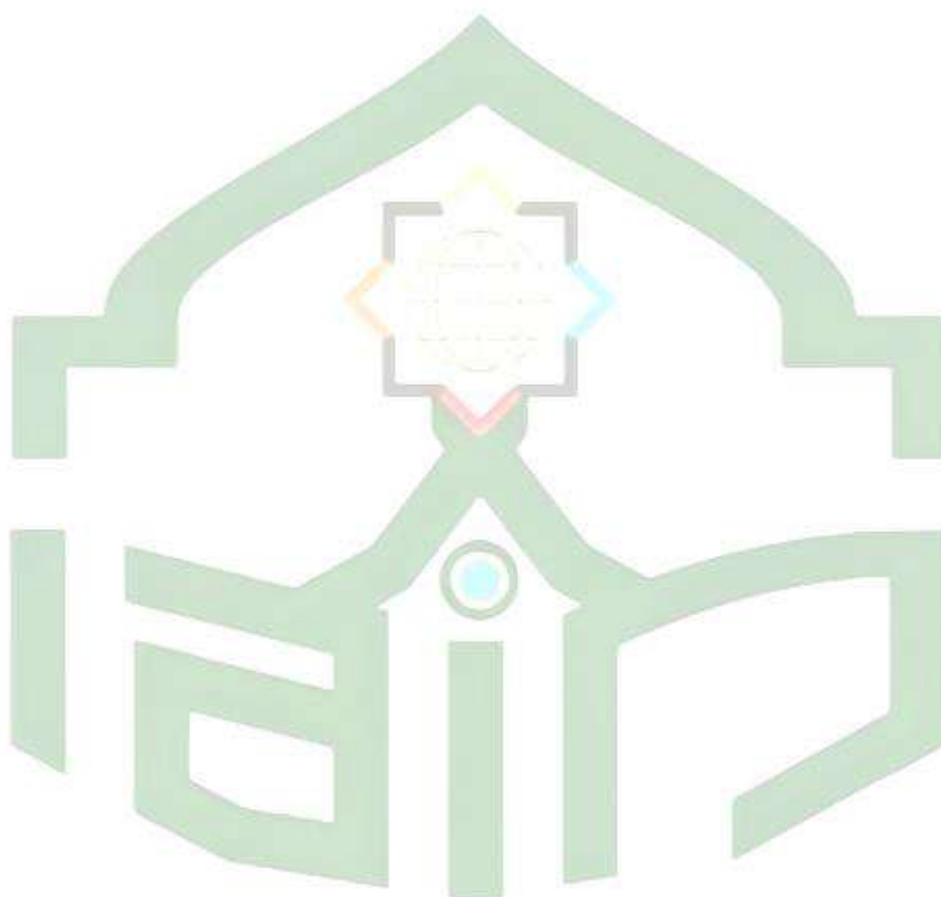


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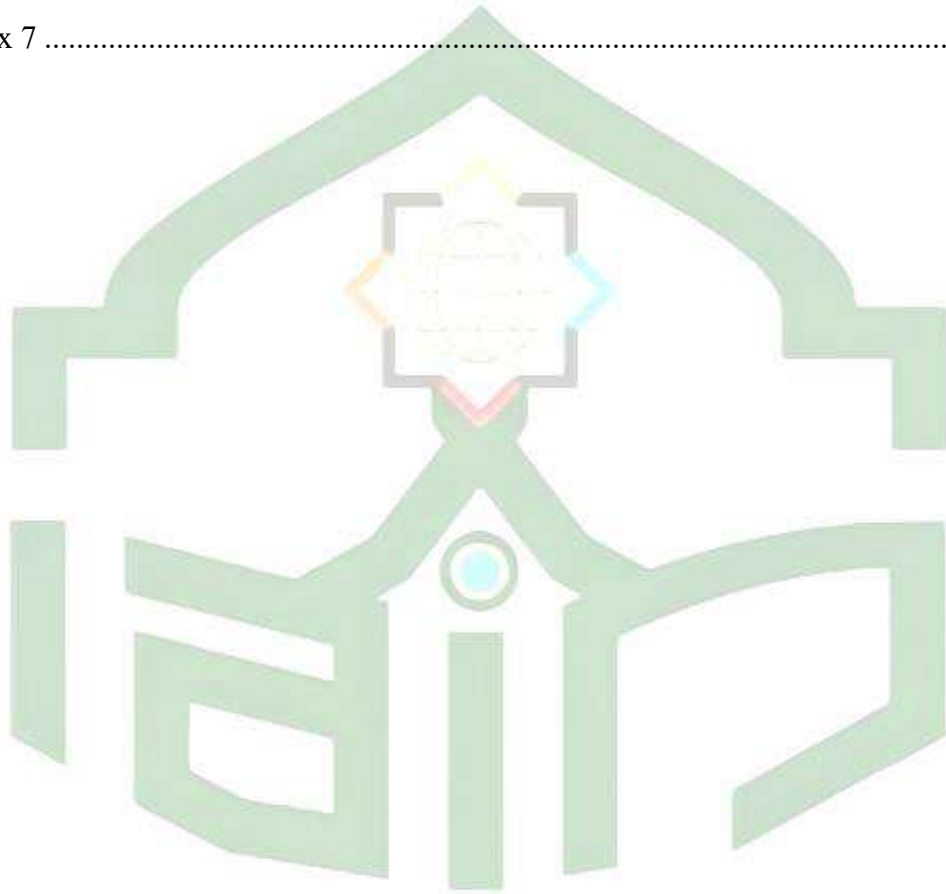
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary acquisition is a fundamental aspect of language learning. As Susanto (2023) argued in his review, “Vocabulary knowledge is justified as a crucial site to overall language acquisition process”, because limitations in vocabulary directly affect reading comprehension and other language skills, significantly impacting students' ability to read, write, speak, and comprehend the language. For English major students, having a robust vocabulary is crucial for academic success and effective communication. Paul Nation (2001) the fundamental units of language are words. They are vital to practically every facet of language use since they are fundamental to speaking, listening, reading, and writing.

Learning vocabulary has many significant benefits for language learners, as it directly influences their ability to comprehend and produce the target language effectively. Saksittanupab (2024), in a study on Thai university students, emphasized that vocabulary acquisition is not only essential for day-to-day language use but also plays a critical role in long-term language development. In writing, a broad vocabulary knowledge allows writers to

express ideas and thoughts more clearly and precisely. In listening to English-language conversations or media, comprehension is improved by a

broad vocabulary, making it possible to follow the content of the conversation better. Vocabulary mastery also improves speaking skills, making communication more fluent and confident. Zimmerman and Schunk (2008) describe self-regulated learners as individuals who purposefully set learning goals, monitor their comprehension, and adjust strategies as needed. Based on the assumption that successful learners control their learning, the learning strategies used by successful learners have attracted the attention of researchers.

Based on preliminary observation at the State Islamic Institute Kerinci, it was found the students at the English department to employ a variety of strategies in learning English vocabulary, ranging from rote memorization to more complex cognitive and metacognitive strategies. However, despite the widespread use of these strategies, there has been little scholarly attention directed toward examining how they are actually applied in students day to day learning processes. In addition, the extent to which these strategies effectively contribute to improving vocabulary mastery remains unclear. Without adequate research-based insights, students may continue using methods that are less efficient or even counterproductive. This lack of clarity can lead to missed opportunities for language development and may hinder students ability to build a strong foundation in English. Given the essential role of vocabulary in language proficiency, it becomes crucial to investigate the strategies currently

employed by students, evaluate their effectiveness, and provide practical recommendations to enhance vocabulary learning outcomes.

Vocabulary learning strategies (VLS) are considered as an important aspect of language learning strategies. According to Nation (2001), VLS is a subclass of language learning strategies, and is also included in the group of general learning strategies. Therefore, vocabulary learning strategies (VLS) are essential tools that can facilitate this process. Understanding and addressing this discrepancy is vital because the perceived usefulness of vocabulary learning strategies can directly influence how frequently and effectively students employ these strategies in their learning processes. When students find certain strategies to be beneficial, they are more likely to adopt and consistently use them, leading to better vocabulary retention and overall language proficiency. Conversely, if students perceive these strategies as ineffective, their motivation to engage with them diminishes, potentially hindering their language development.

Chamot (2005) stated that learning strategies are procedures that facilitate learning tasks. Language learners employ various strategies to overcome the challenges associated with vocabulary acquisition. These strategies, known as vocabulary learning strategies (VLS), include a wide range of techniques such as rote memorization, the use of flashcards, learning through context, and more sophisticated cognitive strategies like using mnemonics or associating new words with previously known concepts. The effectiveness of

these strategies can vary greatly among learners, influenced by factors such as individual learning styles, cultural background, motivation, and the learning environment. The perception of the usefulness of these strategies plays a significant role in their selection and usage. Students are more likely to adopt and persist with strategies they believe are beneficial to their learning. However, what constitutes 'usefulness' can be subjective and may vary from one learner to another. Understanding how students perceive the usefulness of different vocabulary learning strategies can provide valuable insights into their learning behaviors and outcomes.

Numerous studies have been conducted globally on vocabulary learning strategies, highlighting the growing interest in how learners acquire, retain, and apply new vocabulary. These research explore a wide range of approaches, from cognitive and metacognitive strategies to social and affective methods, reflecting diverse educational contexts and learner needs. For example Gu and Johnson (1996) investigated vocabulary learning strategies in the Chinese context, this research focused on Chinese university learners of English, specifically 850 sophomore non-English majors at Beijing Normal University. The findings revealed the vocabulary expansion and overall competency was visual repetition of new terms. Additionally, vocabulary retention techniques just had a stronger correlation with vocabulary size than with English proficiency. Five methods of learning were found. It's possible that these

individuals' learning differed as a result of various approach combinations rather than individual tactics.

Okyar (2020) investigated vocabulary learning strategies in the Turkish context focusing on Turkish EFL (English as a Foreign Language) learners, specifically preparatory school students at a state university in Turkey. The study included 209 participants, with 108 males and 101 females. Findings revealed that overall use of vocabulary learning strategies (VLS) Turkish EFL students was at a medium level, Affective strategies were the most frequently used, followed by metacognitive strategies. Furthermore memory strategies, compensation strategies, cognitive strategies, and social strategies were used at medium to low levels. Gender analysis revealed a substantial difference in VLS use, with female students scoring higher on average than male students. Female students used more memory, cognitive, compensatory, metacognitive, and affective strategies. However, there was no significant gender difference in the frequency of social strategies.

Ta'amneh (2021) investigated vocabulary learning strategies in the Saudi Arabia context. The research focuses on EFL university students at Taibah University. The sample consisted of 290 students from different departments at Taibah University, Badr Branch, during the academic year 2020-2021. According to the results, memory methods were ranked top, followed by

social, cognitive, and metacognitive strategies. On the other hand, metacognitive techniques received the lowest average scores.

Chumworatayee and Pitakpong (2017) Investigates Vocabulary learning strategies in Thailand. Involving 72 student in Thai university and get the result Overall, VLS usage was modest, according to the questionnaire's results, and its perceived usefulness was high. The mean perceived utility of VLS was higher than the VLS used in all categories and subcategories. VLS usage and usefulness were positively correlated with the general mean and the means of both VLS categories (consolidation and discovery), according to Pearson product-moment correlation analysis.

In the Indonesian context, Several research have also been done on the issue of VLS. Sarianah (2015) Investigated Vocabulary learning strategies involved 160 students from four classes, where the sample taken was 40 students using systematic sampling techniques. The results of the study showed that 5 strategies for teaching English vocabulary were used by students: pictures, actions and movements, contrast, explanations and translations. This proves that after using the vocabulary teaching strategies applied by teachers to students, it showed good results and was able to improve students' English vocabulary knowledge better.

Holidazia and Rodliyah (2020) investigated vocabulary learning strategies in Indonesia context. the research focusing on three students from a private high school in Bandung, Indonesia, who are involved in English language learning both in and out of the classroom. These students are selected based on their language competence and their responsibility in managing language improvement programs for all students at the school. The research findings indicate that learners predominantly use meta-cognitive strategies to enhance their vocabulary mastery. Additionally, the study highlights various factors influencing vocabulary learning strategies, such as gender, cultural background, attitudes, task types, and age. The results also suggest that students employ a range of strategies classified under Schmitt's taxonomy, including metacognitive, social, memory, cognitive, and meta-cognitive strategies.

Dethan and Yakob (2020) investigated vocabulary learning strategies. The research involves fifty-eight students from the English Education Study Program at Universitas Kristen Artha Wacana (UKAW). The participants are aged between 19 to 25 years old. They were selected randomly for the study. 58 students enrolled in the English education study program participated in this study. The study's findings demonstrated that both discovery and consolidation strategies were employed when acquiring English vocabulary. The most common approach among the two types of the discovery strategy is the social strategy, whilst the least common strategy is the metacognitive strategy. On the

other hand, the memory strategy category is the most and least used approach in the consolidation strategy.

Given the large number of educational institutions spread throughout Indonesia, previous studies have actually only scratched the surface of the existing educational environment. In particular, most of the studies that have been conducted have focused more on the secondary school level, where students' learning practices and challenges are more frequently studied. Therefore, there is still much to be explored regarding how these issues emerge at the tertiary level. To bridge this gap, this study specifically investigated students who are at different stages of academic emotional, and cognitive development compared to high school students. In addition, while previous studies generally used a quantitative approach, this study used a mixed method to produce more comprehensive and accurate findings. This study also examined the differences between male and female students in their comprehension learning strategies, an aspect that has rarely been touched on in previous studies. In particular, students from the State Islamic Institute of Kerinci's English Department are a special group in the higher education context. Additionally, this study included gender as a significant component because prior research in Indonesia has hardly ever looked at this topic. This study attempted to provide a more complex and thorough knowledge of the

learning process in higher education by examining the potential differences in how male and female students used VLS

B. Identification of the Problem

1. Many students at the State Islamic Institute (IAIN) Kerinci use various strategies in learning English vocabulary.
2. To date, there has been no research that specifically examines how these strategies are applied in the learning process.
3. It is not yet known to what extent the effectiveness of the strategies used by students in improving vocabulary mastery is.
4. The lack of information about the most appropriate and beneficial strategies may cause students to use less effective methods.
5. This ignorance can hinder the development of students' English language skills, especially in terms of vocabulary mastery.

C. Scope of the Research

This research focused on English department students at the State Islamic Institute of Kerinci. The reason is because English department students at state Islamic state of Kerinci usually use various learning methods in learning English vocabulary. This study was limited to the use of vocabulary learning strategies and their usefulness and did not include other learning strategies.

D. Research Questions

1. What vocabulary learning strategies are used the most and the least by the English department students?
2. Are there any significant differences in the use of vocabulary learning strategies between male and female students?
3. Are there any significant difference in the use of vocabulary learning strategies across years of study?
4. What are the usefulness of vocabulary learning strategies as perceived by the English department students?

E. Purposes of the Research

1. To investigate what vocabulary learning strategies are used the most and the least by the English department student
2. To examine if there are any significant in the use of VLS differences between male and female student?
3. To examine if there are any significant differences in the use of vocabulary learning strategies across years of study
4. To investigate the usefulness of vocabulary learning as perceived by the English department students

F. Significances of the Research

The results of this study can provide the following things :

1. For lecturer

This research can help lecturers to develop learning strategies that are more relevant to student needs. By understanding students' vocabulary learning strategies, lecturers can create a learning approach that is more in line with students' preferences and learning styles in learning United Kingdom. By knowing the students' vocabulary learning strategies, lecturers can design a more interactive learning experience.

2. For Students

Students can use the research findings to understand vocabulary learning strategies as an optimal source of English language learning. Thus, they can use a variety of relevant and varied strategies to deepen their understanding of the English learning.

3. For Researcher

The results of this research are expected to add insight and knowledge gained during the collage.

G. Definition of Key Terms

A. Definition of Key Terms

- a. Vocabulary Learning Strategies (VLS): Vocabulary Learning Strategies refer to specific techniques or actions employed by language learners to facilitate the acquisition, storage, retrieval, and use of new vocabulary. Schmitt (1997) categorizes these strategies into five groups: metacognitive strategies, social strategies, memory strategies, cognitive

strategies, and metacognitive strategies. In this study, VLS are analyzed to determine which strategies are most commonly used and perceived as useful by students of the State Islamic Institute Kerinci.

- b. Vocabulary Mastery: Vocabulary mastery is the learner's ability to understand, recall, and appropriately use words in various contexts. It includes both receptive knowledge (recognizing words in listening and reading) and productive knowledge (using words in speaking and writing) (Nation, 2001). In this research, vocabulary mastery refers to students' competence in using English vocabulary accurately and effectively.
- c. English Department Students of the State Islamic Institute Kerinci: This term refers to undergraduate students enrolled in the English Education Study Program at the State Islamic Institute Kerinci. The participants of this study are specifically selected from these students.
- d. Perceived Usefulness: Perceived usefulness refers to students' subjective evaluation of how helpful a particular vocabulary learning strategy is in supporting their learning process. This perception influences their willingness to use and continue using the strategy.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review Related Theories

1. Learning English

According to Richards and Schmidt (2002), learning English is a second language learning process that is different from learning a mother tongue. They emphasize that this process involves learning grammar, vocabulary, and communication skills, as well as understanding the social and cultural context in which the language is used. English is an international language that is widely used around the world to communicate. English is very important in business, education, technology, and diplomacy, as it is considered the official language in many countries and is often used as a second or foreign language. In addition to being the main language in literature science and the media, English also serves as a global window for information.

English plays a very crucial role as the dominant means of communication in the world. English language is the universal lingua franca" (Karimi, 2014). In the curriculum, English is designated as the main language for international communication and business. There are several efforts that have been made to create the most effective learning and teaching. According to Hutchinson & Waters (1987), "developments in educational psychology also contributed to the increase in ESP by emphasizing the importance of learners

and their attitudes towards learning." Moreover, it states that different types of learners' interests and needs influence their motivation to learn and, consequently, their learning effectiveness. Their learning attitudes during the learning process are influenced by their educational psychology, interests, and needs.

In the current digital era, students are required to determine new patterns in learning English. Learning using digital media contributes to learning autonomous. Every learner has the opportunity to learn freely from anyone and is directed to obtain the English language material needed to learn effectively. Learning autonomy in English refers to the concept of English learning based on digital literacy skills to know sources and place English learning materials appropriately according to learning objectives. The use of online, web and offline platforms is the digital media that most English language learners use.

B. The Importance of Vocabulary Learning

Words are universally recognized as the foundation of any language, acting as the essential building blocks that enable effective communication. Whether it's expressing complex ideas, understanding nuanced meanings, or engaging in everyday conversations, vocabulary is at the heart of these interactions. As such, the acquisition and mastery of vocabulary are not just important but indispensable to the development of all language skills, including reading, writing, speaking, and listening. These skills are deeply

interconnected, and without a strong vocabulary, the ability to engage meaningfully in them is severely compromised. Penha (2006), as cited by Kaya (2014), aptly highlights that no language instruction can be successful without equipping learners with sufficient vocabulary.

This sentiment underscores the reality that teaching reading, writing, speaking, or even participating in literature-based discussions is ineffective if students lack a solid vocabulary base. In other words, vocabulary is not just one aspect of language learning it is the core that supports all other skills. When learners are equipped with a rich and diverse vocabulary, they are better prepared to tackle complex texts, articulate their thoughts clearly, and understand the subtleties of spoken language. Without this foundation, their ability to engage in and benefit from language learning activities is severely limited. The significance of vocabulary extends beyond the classroom and into real-world communication. Widdowson (1978) emphasized this by arguing that non-native speakers who possess a robust vocabulary, even if their grammar is not perfect, are more likely to be understood and to communicate effectively than those who have impeccable grammar but a poor vocabulary.

This perspective is particularly important because it challenges the traditional emphasis on grammatical accuracy as the primary marker of language proficiency. Instead, it suggests that vocabulary knowledge is perhaps

even more critical, as it directly impacts a learner's ability to convey meaning and be understood. Thornbury, S. (2002) a strong vocabulary allows learners to navigate conversations more confidently, respond to unexpected questions, and express themselves with greater precision and nuance.

Furthermore, the role of vocabulary in language learning is not just about immediate communication needs but also about long-term language development. For learners aiming to achieve fluency, vocabulary acquisition should be a continuous and prioritized process. As learners expand their vocabulary, they gain access to a wider range of texts, can engage in more complex and sophisticated conversations, and develop a deeper understanding of the language as a whole. This ongoing process of vocabulary enrichment is crucial for achieving high levels of language proficiency and for being able to use the language in diverse contexts, whether academic, professional, or social. Nation (2022) in light of these considerations, it becomes clear that vocabulary should be at the forefront of language teaching and learning. Educators need to design curricula and instructional strategies that prioritize vocabulary development, recognizing that it is a key determinant of a learner's success. This involves not only teaching new words but also providing opportunities for learners to practice and apply their vocabulary in various contexts.

For language learners, building a strong vocabulary is not just about memorizing words but about understanding their meanings, usage, and connotations, which together contribute to more effective communication. Ultimately, for language learners to achieve their goals whether those goals involve academic success, professional advancement, or personal growth they must first and foremost focus on developing a strong and comprehensive vocabulary. Without this essential foundation, their progress in acquiring the language may be significantly hindered, limiting their ability to reach their full potential as proficient speakers, readers, and writers. Therefore, both educators and learners must recognize and embrace the pivotal role that vocabulary plays in the language learning process, ensuring that it is given the attention and importance it deserves.

C. Vocabulary Learning Strategies

1) Definition of Vocabulary learning strategies

According to Nation (2001) vocabulary learning strategies are actions or behaviors carried out by learners to improve their understanding. He categorized these strategies into several dimensions, including direct learning (e.g., using note cards or writing down new words) and indirect learning (e.g., paying attention to words while reading or listening).

The idea that successful learners actively take control of their learning processes has become a foundational concept in educational research,

particularly in the field of language acquisition. This perspective is built on the understanding that learning is an active, rather than passive, process, requiring learners to engage with material in meaningful ways and to make conscious decisions about how they approach their research. Chamot (2005) underscores the importance of learning strategies by defining them as specific procedures that aid in the completion of learning tasks, highlighting their role as essential tools for learners. In the context of language learning, Oxford (1990) expands on this by defining language learning strategies as deliberate approaches chosen by learners to make the acquisition of a new language easier and more effective. These strategies are not just supplementary techniques; they are integral to how learners navigate the complexities of language learning, allowing them to tailor their experiences to fit their individual needs and goals.

Vocabulary learning strategies (VLS), a critical subset of language learning strategies, play a particularly important role in this process. Vocabulary is the cornerstone of language proficiency, serving as the building blocks from which all other language skills reading, writing, speaking, and listening are constructed. Without a strong vocabulary base, learners may find themselves struggling to understand and express even the simplest ideas in a new language. Nation (2001) classifies VLSs as a subset of language learning strategies, which are themselves part of a broader category of general learning strategies. This classification emphasizes the foundational role that vocabulary acquisition plays in language learning, suggesting that without targeted strategies to

enhance vocabulary, other aspects of language proficiency are likely to remain underdeveloped.

Over the years, various scholars have contributed to our understanding of vocabulary learning strategies by developing different frameworks and classifications. These contributions have enriched the field by offering diverse perspectives on how learners can best acquire and retain new vocabulary. Researchers such as Cohen (1990), Gu and Johnson (1996), Nation (2001), Rubin and Thompson (1994), Schmitt (1997), and Stoffer (1995) have each proposed different approaches, reflecting the multifaceted nature of vocabulary learning. Among these, Schmitt's (1997) taxonomy of vocabulary learning strategies stands out as particularly influential. Schmitt's taxonomy, developed by adapting Oxford's (1990) taxonomy of language learning strategies, is widely regarded as one of the most practical and comprehensive frameworks for understanding how learners approach vocabulary acquisition.

Schmitt's (1997) taxonomy categorizes 58 vocabulary learning strategies into two main groups: discovery strategies and consolidation strategies. This division reflects the different stages of vocabulary learning, where discovery strategies are used to identify and understand new words, while consolidation strategies focus on reinforcing and integrating these words into the learner's long-term memory. The discovery strategies are crucial in the initial stages of learning, as they help learners figure out the meanings of new words through various methods, such as using contextual clues, consulting reference materials,

or asking others. These strategies empower learners to be resourceful and proactive in expanding their vocabulary, making them less dependent on external instruction and more capable of independent learning.

Within the discovery category, Schmitt (1997) identifies two subcategories: metacognitive strategies (DETs) and social strategies (SOCs). Metacognitive strategies are individual efforts to learn new vocabulary without external help. These might include using a dictionary, analyzing word components like prefixes or suffixes, or inferring meanings from context. These strategies are essential for fostering learner autonomy, as they encourage students to take initiative and use the tools available to them to decipher new words. Social strategies, on the other hand, involve interaction with others, such as peers or teachers, to learn new vocabulary. This might include asking for explanations, participating in group discussions, or engaging in collaborative learning activities. Social strategies highlight the importance of communication and interaction in language learning, recognizing that language is inherently a social construct, and that learning is often more effective when it involves collaboration with others. In the consolidation category, Schmitt identifies four subcategories: social strategies (SOCs), memory strategies (MEMs), cognitive strategies (COGs), and metacognitive strategies (METs). Memory strategies involve associating new words with existing knowledge, often through mnemonic devices, imagery, or linking words to personal experiences. These

strategies help learners create strong mental connections that make new vocabulary easier to recall and use.

Cognitive strategies are more mechanical and involve repetitive practices such as writing words down multiple times, using flashcards, or engaging in drills. These strategies are effective in reinforcing vocabulary through practice and repetition, ensuring that new words are firmly embedded in the learner's memory. Metacognitive strategies, on the other hand, involve planning, monitoring, and evaluating one's learning process. These strategies are crucial for learners who need to take control of their learning journey, as they help them assess their progress, identify areas of weakness, and adjust their learning methods accordingly.

Schmitt (1997) further explains how these strategies are applied in practice. For instance, when learners encounter a new word, they might use discovery strategies to figure out its meaning by analyzing the context in which it appears or by consulting a dictionary. Once the meaning is understood, they might employ consolidation strategies to ensure that the word is retained. This could involve using the word in sentences, practicing its spelling, or learning about its collocations. Schmitt also notes that some strategies may overlap between the discovery and consolidation stages. For example, creating word lists or analyzing word roots can be used both to discover new words and to reinforce understanding, depending on how these strategies are applied in the learning process.

Schmitt's taxonomy offers a flexible and comprehensive framework that reflects the dynamic nature of vocabulary learning. It emphasizes that vocabulary acquisition is not a one-time event but a continuous process that involves multiple stages and strategies. By understanding and applying these strategies, learners can take a more active role in their language learning, tailoring their approach to suit their individual needs and ensuring that their vocabulary acquisition is both effective and sustainable. This active engagement with vocabulary learning strategies is essential for achieving long-term language proficiency, as it equips learners with the tools they need to navigate the complexities of a new language and to use it confidently in a variety of contexts.

In conclusion, Schmitt's work on vocabulary learning strategies underscores their critical importance in the language acquisition process. It challenges learners to think strategically about how they approach vocabulary learning and encourages educators to support this process by providing students with the necessary tools and guidance. By placing vocabulary learning at the center of language education, Schmitt's taxonomy offers a valuable resource for both learners and educators, ensuring that vocabulary acquisition is not only prioritized but also achieved in a way that leads to lasting language proficiency.

2) Indicators of Vocabulary Learning Strategies

According to Schmitt (1997), vocabulary learning strategies can be categorized into several main indicators, namely memory strategies, cognitive strategies, and metacognitive strategies.

- a. Memory strategies focus on ways to help learners remember and store new vocabulary in long-term memory. Examples include repetition of words, making associations between new words and familiar words, using flashcards, and mnemonic methods that make words easy to remember (Schmitt, 1997, p. 204).
- b. Cognitive strategies involve direct activities in manipulating words and using them actively, such as taking notes, grouping words by theme or category (grouping), using words in sentences or contexts (practice using), and translating or paraphrasing to clarify the meaning of words (Schmitt, 1997, p. 206).
- c. Metacognitive Strategy is a strategy used by students to determine or guess the meaning of new words independently without the help of others, such as guessing from the context of the sentence (guessing from context), breaking words into small parts such as prefixes, roots, suffixes (analysis of word parts), and using a dictionary or other sources to find the meaning of words (Schmitt, 1997, p. 207).

These three strategies complement each other and are very important in helping students to expand their vocabulary effectively, because memory helps

store words, cognition helps understand and use words, and metacognitive helps find the meaning of new words independently.

D. Advantages and Disadvantages of Vocabulary Learning Strategies in English Learning.

The use of vocabulary learning strategies also has advantages and disadvantages in learning English, some of the advantages are as follows :

a. Improve Reading and Listening Comprehension:

A good vocabulary mastery helps students understand written texts and spoken conversations more effectively. The more words they master, the easier it is for students to understand the context and overall meaning of a text or conversation.

b. Improve Communication Skills:

By enriching their vocabulary, students can express themselves more precisely and variedly in speaking and writing. This allows them to communicate more confidently and effectively.

c. Supports Advanced Language Acquisition:

A wide vocabulary is the foundation for learning and mastering other aspects of language, such as grammar, pronunciation, and syntax. With a strong vocabulary mastery, students will be better prepared to learn more complex language concepts.

d. Flexibility in Learning Strategies:

There are various vocabulary learning strategies that can be adapted to each student's learning style, such as the use of flashcards, word maps, word associations, the use of technology such as language learning apps, and contextual learning through reading and listening.

e. Motivating Independent Learning:

Many vocabulary learning strategies, such as the use of flashcards or mobile apps, can be done independently by students. This can increase students' motivation and responsibility for their own learning. Apart from having advantages, VLS also has disadvantages that need to be considered, especially in the context of use for learning English. As follows :

a. Potential for Isolated Learning:

Strategies that focus too much on memorizing vocabulary can lead students to memorize words in isolation, without understanding how they are used in sentences or contexts. This can hinder their ability to apply the vocabulary in real-world communication.

b. Significant Time and Effort:

Building a rich vocabulary takes significant time and effort. This process can feel slow and tedious for some students, especially if they do not see a direct connection between vocabulary learning and improving their language skills.

c. Potential Limitations of Context:

Learning vocabulary without context can lead to misunderstandings or inappropriate use of words. Vocabulary learned out of context may not help students understand the nuances of meaning or use of words in different situations.

d. Risk of Boredom:

If vocabulary learning strategies are not varied or are too monotonous, students can become bored. This can reduce the effectiveness of learning and reduce students' motivation to continue enriching their vocabulary.

e. Reliance on Memory Techniques:

Many vocabulary learning strategies rely on memory techniques, such as repetition and association. However, these techniques may not be appropriate for all learners, especially those who need meaningful, contextual learning rather than simply memorizing words. While vocabulary learning strategies are essential in English language learning, their success depends on how they are implemented. Combining different approaches and ensuring that vocabulary learning takes place in meaningful contexts is key to maximizing the strengths and minimizing the weaknesses of these strategies.

E. The use of VLS in English Learning

The use of vocabulary learning strategies in English language learning is not only an important component, but is a major pillar that can determine students' success in mastering the language as a whole. Vocabulary is the bridge between language knowledge and practical communication skills. Without adequate vocabulary mastery, students' ability to understand texts, follow conversations, or write effectively will be hampered. Every aspect of communication, be it listening, speaking, reading, or writing, depends on the understanding and use of accurate and appropriate words. Therefore, vocabulary development should be a major focus in English language learning at all levels of education.

In classroom implementation, teachers have the responsibility to create a learning environment that not only facilitates vocabulary understanding but also encourages its active use. This can be achieved through the integration of various vocabulary learning strategies designed to meet the diverse learning needs of students. Discovery strategies, such as analyzing the context in the text or using tools such as dictionaries and digital applications, allow students to become more independent in finding the meaning of new words. Meanwhile, consolidation strategies, such as repetition exercises or the use of mnemonics, help strengthen and store words in long-term memory. By providing students with the tools to

independently address vocabulary challenges, teachers help them develop essential lifelong learning skills.

Integrating meaningful, interactive activities can increase student engagement in the vocabulary learning process. For example, focused group discussions not only provide students with opportunities to use new vocabulary but also encourage them to actively participate in the conversation, deepening their understanding and practical application of the words. Word games, such as crossword puzzles or word games, can be transformed into effective and fun learning tools that not only improve vocabulary skills but also build confidence in using language. Creative writing exercises that encourage students to use new vocabulary in the context of a story or essay can also be a powerful way to reinforce vocabulary learning.

Exposing students to authentic materials, such as news articles, video clips, podcasts, or dialogue in films, gives them the opportunity to see how vocabulary is used in real contexts. Using these resources not only helps students relate words to real-life situations, but also introduces them to a wider variety of language, including idioms, expressions, and colloquialisms that frequently occur in real-life communication. A better understanding of the nuances of meaning and the context in which these words are used allows students to be more flexible and adaptive in their use of English. With a comprehensive and varied approach, the use of

vocabulary learning strategies can have a profound impact on students' language development. They will not only become more proficient in using English, but also better prepared to face the challenges of learning and using the language in the future. The confidence that grows from a strong vocabulary mastery allows students to participate more actively in a variety of communication situations, whether in academic, social, or professional contexts. Over time, these skills will provide a solid foundation for their success in various aspects of life that require superior language skills. Ultimately, students who are supported by effective vocabulary learning strategies will not only succeed in their English learning now, but will also continue to develop as independent and successful learners in the future. The skills they gain from this process will be a valuable asset in their careers, helping them to communicate more effectively and succeed in an increasingly global and connected world. Littlejohn and Foss (2010), define communication skills as a set of skills that include the ability to convey messages clearly and understand the messages received. This involves not only verbal skills, but also non-verbal skills, including body language, facial expressions, and the ability to read the context of communication.

F. Review of The Related Research

Based on research conducted Tiffani Putri Damari (2019), A survey of vocabulary learning strategies in Madrasah Aliyah” Vocabulary learning

strategies (VLS) are very much needed by every language learner to facilitate the use or understanding of the meaning contained in a word and sentence. By knowing what strategies are suitable to use, language learners can learn better and faster. This study aims to identify the vocabulary learning strategies used in Madrasah Aliyah. The research participants were 135 students from the science, social research, and religion departments at Madrasah Aliyah in Sleman Regency, Special Region of Yogyakarta. The research design is a survey using a vocabulary learning strategy questionnaire (VLS) adopted from Yeh and Wang (2004). The instrument contains 50 items with 5 domains of vocabulary learning strategies based on Schmitt's (1997) taxonomy. The results of this study show that VLS can be used as a means to learn English, support students in learning English independently in informal situations as well as provide wider opportunities to do. Improve their English language skills.

Furthermore, the similarities between previous research and current research discuss the relationship between vocabulary learning strategies and their usefulness which were carried out by previous research using quantitative methods.

Second, research conduct by Tipamas Chumworatayee 2017 title The Relationships between the Use of Vocabulary Learning Strategies and their Usefulness as Perceived by English Major Students in a Thai University. In

this study, the researcher selected 72 English major students from a Thai university. This study aimed to investigate the relationship between the use and usefulness of VLS. Data were obtained from two research instruments: a questionnaire adapted from Schmitt's (1997) vocabulary learning strategy taxonomy and a semi-structured interview.

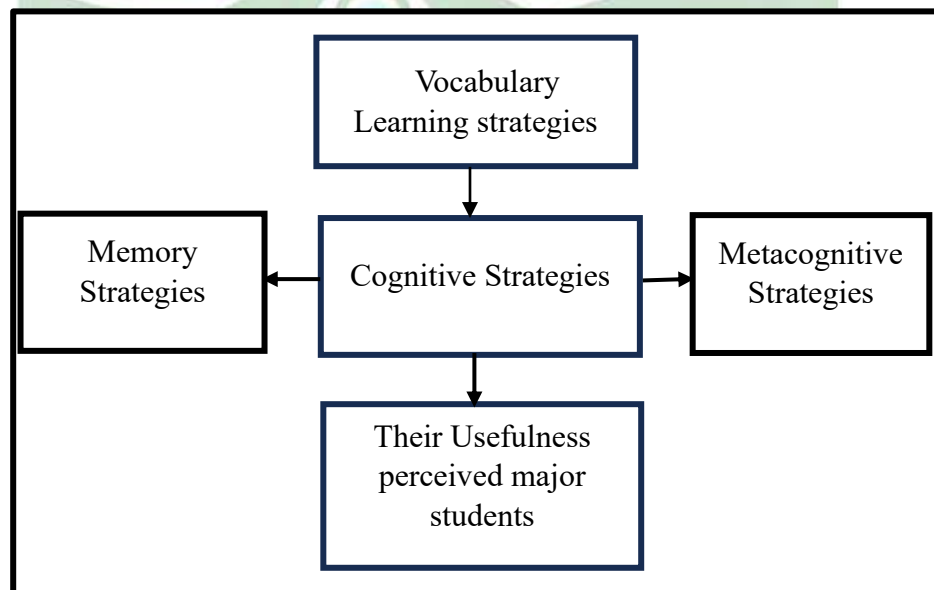
Furthermore, the similarity of this study with previous research is discussing the correlation between vocabulary learning strategies and their usefulness to students. The difference with previous research is the location of the study, which can provide new insights into how students in certain areas use vocabulary learning strategies and their benefits in language learning.

Laufer and Hulstijn (2001), in their study entitled *Incidental Vocabulary Acquisition in a Second Language: The Construct of Task-Induced Involvement*, investigated the relationship between the level of cognitive involvement and the retention of new vocabulary. The study was conducted by Laufer from the University of Haifa (Israel) and Hulstijn from the University of Amsterdam (Netherlands) with a sample of 68 university students. The research focused on the concept of the Involvement Load Hypothesis, which consists of three main components: need, search, and evaluation. The findings revealed that tasks requiring a higher level of cognitive and motivational involvement, such as finding word meanings and using them in sentences, resulted in better vocabulary retention

compared to passive tasks like reading without a specific purpose. This study demonstrated that the deeper the level of involvement in processing word meaning, the stronger the learners' vocabulary acquisition.

The study by Laufer and Hulstijn (2001) is similar to the present research as both emphasize the importance of cognitive involvement in vocabulary learning. Both studies show that the more actively learners engage in learning activities, the better their vocabulary mastery becomes. However, Laufer and Hulstijn's study was experimental with 68 university students to test the *Involvement Load Hypothesis*, while the present study is correlational with 94 EFL students to examine the relationship between vocabulary learning strategies and vocabulary mastery.

G. Conceptual framework



This conceptual framework illustrates the connection between Vocabulary Learning Strategies and their potential usefulness in the vocabulary learning process by English language students at the Kerinci State Islamic Institute in the 2024/2025 academic year. These vocabulary learning strategies are divided into three main categories, namely Memory Strategies, Cognitive Strategies, and Metacognitive Strategies. Memory Strategies include techniques such as grouping words, using image associations, making mnemonics, and repeating words in context. Cognitive Strategies include activities such as writing down words, making lists, using words in sentences, and reading while marking new vocabulary. Meanwhile, Metacognitive Strategies include independent efforts to find the meaning of words through a dictionary, sentence context, or analyzing word forms. These three strategies play an important role in the vocabulary mastery process and are the focus of research to find out how these strategies are used and how useful they are according to students' views.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study aimed to investigate students' vocabulary learning strategies and their usefulness in learning English. This study was employ a sequential explanatory mixed method. According to Creswell (2006) An explanatory sequential mixed methods design is a research strategy that successively integrates quantitative and qualitative approaches, starting with the collection and analysis of quantitative data and then moving on to the collection and analysis of qualitative data in order to clarify or expand on preliminary findings. The use of mixed methods provides a comprehensive understanding of the research phenomenon by combining both quantitative and qualitative data. Through this approach, researchers are able to obtain a more complete picture of the issue being studied, as quantitative data offer breadth by presenting numerical trends and measurable outcomes, while qualitative data provide depth through detailed descriptions, perspectives, and contextual understanding. According to Creswell and Plano Clark (2018), mixed methods allow researchers to gain both the breadth and depth of understanding, which contributes to a more holistic interpretation of the research findings.

B. Population and Sample

1. Population

According to Ary et al. (2010), population is the total number of units or persons that are events, things, or groups of people. In this study, the population was first, third, and fifth semester English majors at the Kerinci State Islamic Institute during the 2025–2026 academic year. There are six classes with a total number of 94 students. There are six classes with a total of 94 students participating in this study. All of the students are from the English Department and were selected using the total sampling technique, as the population size was relatively small and manageable to be studied as a whole. Therefore, every student in the population had an equal opportunity to become a respondent, allowing the data to accurately represent the actual condition of the population. The details of the number of students in each class are presented in the following tabel.

Table 1 Population

No	Semester	Populations
1.	I	50
2.	III	23
3.	V	21
	Population	94

2. Sample

According to Ary et al. (2010), a sample is a portion of a population. The /sample in this study was selected using the total sampling technique in a total of number of 94 student participated in quantitative phase and 10 students was selected for interviews using purposive sampling, the selection criterion was based on the students highest scores in the vocabulary learning strategies questionnaire, as they were considered to represent the most proficient users of vocabulary learning strategies. They consisted of English Education students at the State Islamic Institute Kerinci from semester 1 to semester 5. The range from semester 1 to 5 was selected to capture a variety of experiences and perceptions among learners at different stages of their academic journey. All participants were willing to take part in the interview process and were expected to provide honest and reflective responses regarding their vocabulary learning practices.

The selection of participants was also determined by their availability and willingness to participate in an interview. 10 people who fit the requirements and were available during the data collection time were purposefully chosen by the researcher from the entire sample. It was anticipated that these participants would offer deep and pertinent insights for the study since they were seen as representative of the larger group.

C. Instruments of the Research

Research instrument refers to the tools and methods used by researchers to collect data in study. The use of research instruments is very important to ensure that the data collected is reliable and relevant to answering research question. This study employed a survey design using the Vocabulary Learning Strategies (VLS) questionnaire, adopted from the work of Yeh and Wang (2004). And unstructure interview.

1. Questionnaire

The questionnaire served as the primary instrument for data collection, consisting of 50 carefully crafted items to assess the various strategies learners use when learning vocabulary. The items were categorized into three different domains of vocabulary learning strategies, which were based on the well-established taxonomy proposed by Schmitt (1997).

Table 2 Domain of VLS

Domain	Item numbers
Memory Strategies	15–20, 26–29, 32–37, 40
Cognitive Strategies	1–14, 21–25, 30–31, 38–39, 41–47
Metacognitive Strategies	48–50

Table 3 Reliability test

Cronbach's Alpha	N of Items
.993	50

Several recent studies that adapted the Vocabulary Learning Strategies Questionnaire from Schmitt (1997) reported very high reliability values. One of them, which adapted the instrument from Yeh and Wang (2004) and Schmitt (1997), obtained a Cronbach's Alpha of 0.993. This value indicates that the questionnaire has a very strong internal consistency, meaning that each item in the instrument consistently measures the same construct, namely vocabulary learning strategies.

2. unstructure Interviews

In this study semi – structure interviews were employed in qualitative phase, the purpose of the interviews to confirm and better understand about the students use of VLS

D. Technique of Data Collection

To collect quantitative data, the questionnaires were distributed in the classroom, allowing the researchers to reach the targeted respondents directly and conveniently. Before the data collection process, the researcher contacted the class leaders of each class to confirm the schedule and location where the students could participate as research samples. After obtaining this information, the researcher prepared the questionnaire in printed form. On the agreed schedule, the researcher visited each class to distribute the questionnaires. Before the students began filling them out, the researcher briefly explained the purpose of the study and provided

instructions on how to complete the questionnaire correctly. The students were then given sufficient time to answer all items, while the researcher stayed in the room to assist and ensure the process ran smoothly. The data collection was conducted right after the class hours, as agreed with the class leaders, to make sure it did not interrupt the students' regular learning activities.

In the qualitative phase, interviews were conducted with 10 participants. The interviews were conducted in Bahasa Indonesia in order to avoid misinterpretation and were recorded with the interviewees' permission. Before the data were collected, the participants were contacted to provide clarification regarding the study. If they agreed to participate, then the time and date of data collection were determined. The purpose of this communication is to establish comfort, to explain the purpose in a straightforward manner (informed consent), and to ensure that participants understand their involvement in the study. The purpose of this procedure was to ensure that the data collection process proceeds smoothly.

E. Techniques of Data Analysis

Descriptive and inferential analysis were employed to interpret the data obtained from the questionnaire section. Sugiyono (2013) stated that descriptive analysis is used to examine data by characterizing or illustrating the obtained data in its current state without attempting to make

generalizable inferences. This involves calculating the mean scores of each item to identify general trends, patterns, and the overall tendencies of participants' responses. The use of mean scores provided a clear summary of the central tendencies within the data, facilitating an initial understanding of the participants' perceptions and attitudes as this research is descriptive, the data analyzed is based on several steps: First, were calculated the total score of students answers to the questionnaire. This questionnaire used 5 Likert-scale as displays in table 3 bellow:

Table 4 Likert Score of VLS

No	Answer	Score
1	Never	1
2	Rarely	2
3	Sometimes	3
4	Frequently	4
5	Always	5

Second, calculated the mean score of the sample used standar deviation each questionnaire item was.

The highest mean score is considered as the dominant aspect of vocabulary learning strategies.

Inferential statistic were also used to examine if there are any differences in students use of VLS regarding gender and years of study,

Sugiyono (2013) inferential statistics are statistics used to analyze sample data and the results are applied to the population, The Whitney U test was conducted to see gender differences in the use of VLS. In this study, the Mann-Whitney U Test was employed as the statistical method to compare the perceived usefulness of vocabulary learning strategies between two independent groups of students. This test was chosen because the data did not meet the assumptions of parametric tests, such as normal distribution or equal variances. The Mann-Whitney U Test is a non-parametric alternative to the independent samples t-test, and it is particularly suitable for analyzing ordinal data or interval data that are not normally distributed. Since the data obtained from the questionnaire responses were measured using a Likert scale, which is ordinal in nature, this test was appropriate to determine whether there was a significant difference in the perception of strategy usefulness between the groups being studied (e.g., male vs. female students, lower vs. upper semesters). The use of this test ensured a more accurate and reliable analysis that fits the nature of the data collected. Nachar (2008) the Whitney U test is a non-parametric test that compares the differences between two independent groups when the dependent variable is ordinal or continuous, but not normally distributed. ANOVA (Analysis of Variance) were conducted to determine whether there were any notable variations between academic years. Creswell (2015) stated that ANOVA is a statistical procedure used to determine whether there are statistically significant

differences between the means of three or more independent (unrelated) groups. Because it works especially well for comparing the means of three or more independent groups, this statistical approach was selected.

The qualitative data obtained from interviews were analyzed following steps proposed by Miles and Huberman (1994).

The analysis steps include:

1. Data reduction

According to Miles and Huberman (1994), data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerges from field notes or interview transcripts into a more concise and manageable form. The goal is for large and complex data to be presented systematically to facilitate subsequent analysis. Data reduction does not mean throwing away data, but selecting data that is relevant and important for the focus of the research.

2. Data display

Data display is the stage where the reduced data is presented in an organized and systematic way so that it is easy to understand and analyze. The form of presentation can be in the form of tables, graphs, matrices, diagrams, or other visualizations that help researchers see patterns, relationships, and temporary conclusions from the data. With good data

display, the analysis process becomes more efficient and the results are clearer, at this stage, researchers begin to draw meaning or conclusions from the data that has been presented. This process is dynamic, meaning that conclusions can change along with additional data collection and ongoing reflection. In addition, researchers also carry out verification or validation to ensure that the conclusions are accurate and reliable. So, it's not just a one-time conclusion, but through an iterative and reflective process.

3. Drawing conclusion

The final stage in data analysis is drawing conclusions and verification. At this stage, the researcher interprets the meaning of the data that have been displayed and reduced to derive findings that answer the research questions. According to Miles and Huberman (1994), drawing conclusions involves identifying patterns, relationships, and themes from the collected data, while verification ensures that the conclusions are supported by sufficient evidence. In this study, conclusions were drawn by comparing the quantitative and qualitative findings to determine the most frequently used vocabulary learning strategies and students' perceptions of their effectiveness. The process of verification was carried out by re-checking the consistency of the data and confirming the findings with the participants' responses to ensure credibility and validity.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Vocabulary Learning Strategies that are Used the Most and the Least by the English Department Students

Descriptive analysis was conducted on students' responses to the questionnaire related to the research variable, namely vocabulary learning strategies. This variable includes three main domains: memory, cognitive, and metacognitive strategies. This analysis, aimed to identify students' tendencies in using various types of vocabulary learning strategies, as well as which strategies were most frequently and least frequently applied in their learning process.

Table 5 Descriptive Statistics of Overall Use of VLS

No	Sub Domains	Mean	SD
1.	Memory	3.61	.168
2.	Cognitive	3.68	.212
3.	Metacognitive	3.22	.677

The interpretation of the mean scores in this study refers to the standard Likert scale for a 5-point questionnaire. According to the interpretation ranges proposed by Sugiyono (2017) and also adapted from the Oxford classification

of Likert scale interpretation, mean scores can be categorized as follows: 1.00–1.80 = very low, 1.81–2.60 = low, 2.61–3.40 = moderate, 3.41–4.20 = high, and 4.21–5.00 = very high.

Based on this standard, the results show that cognitive strategies ($M = 3.68$) and memory strategies ($M = 3.61$) fall into the high category, indicating that students frequently use these strategies in learning vocabulary. Meanwhile, metacognitive strategies ($M = 3.22$) fall into the moderate category, meaning that students use these strategies at a moderate level compared to the other types of strategies.

Table 6 Students Responses Concerning Memory Strategies

Item no	Statements	Mean	SD
15	I will match words with pictures that represent them.	3.72	1.089
16	I will create a mental image related to the meaning of a word. For example, when learning cloud, I imagine the sky.	3.66	1.206
17	I will connect words with my personal experiences. For example, when learning rain, I recall my experience enjoying the rain with friends.	3.68	.978
18	I will connect one word to related words. For example, when learning apple, I also think of other fruits like pear and banana.	3.82	.873
19	When I study a word, I will pay attention to its	3.40	.969

	synonyms (words with similar meanings) and antonyms (words with opposite meanings). Example: beautiful (synonym: pretty, antonym: ugly).		
20	I will group words to be studied. For example, names of objects in the classroom.	3.70	.886
26	I will underline new words to reinforce my memory.	3.76	1.080
27	I will look for similar-sounding Indonesian words (homophones) to help memorize new English words.	3.48	.995
28	I will remember the root word, prefixes, and suffixes of a word.	3.62	1.067
29	I will remember new words through their pronunciation	3.80	.857
32	I will use physical movement to help remember new words. Example: I jump while remembering the word jump.	3.52	1.199
33	I will repeat the meaning of a word to remember it.	3.90	.863
34	I will write a word repeatedly to remember it.	3.64	1.025
35	I will use tables to remember vocabulary (one column for English words, another for their Indonesian meanings).	3.46	1.281
36	I will use vocabulary cards to remember new words (one side with the English word, the other side with the Indonesian meaning).	3.32	1.186
37	I will take notes of new vocabulary during	3.48	1.182

	lessons.		
40	I will put English labels on objects to help me remember vocabulary. Example: labeling a vase with “vase”.	3.40	1.212

Based on the results of the descriptive statistical analysis, it was found that the vocabulary learning strategies in the memory strategies domain most frequently used by the English Department students of IAIN Kerinci were represented by *‘repeating the meaning of a word to remember it’* (item 33), with a mean score of 3.90, followed by *‘connecting one word to related words’* (item 18) and *‘remembering new words through their pronunciation’* (item 29), with a mean score of 3.82 and 3.80. These results indicate that both strategies fall into the high category, meaning that students tend to apply these strategies more frequently in their vocabulary learning process.

In contrast, the least frequently used strategy was represented by *‘using vocabulary cards to remember new words one side containing the English word and the other side its meaning in Indonesian’* (item 36), with a mean score of 3.32 and also *‘paying attention and putting English labels on the object’* (item 19 and 40) as well with a mean score of 3.40. This finding suggests that this particular strategy is relatively less used by students compared to other strategies.

Table 7 Students Responses Concerning Cognitive Strategies

Item no	Statements	Mean	SD
1	I will analyze the type of word (verb, noun, adjective, or adverb) of a new word to determine its meaning.	3.78	.996
2	I will analyze the basic word form, prefix, or suffix to understand the meaning of a word. For example: im possible = not possible.	3.64	.827
3	I will guess the meaning of a word from the context.	3.86	1.069
4	I will use an English–Indonesian dictionary to understand the meaning of a word.	3.82	1.063
5	I will use an English–English dictionary to understand the meaning of a word.	3.22	1.266
6	I will use an Indonesian–English dictionary and an English Indonesian dictionary to understand the meaning of a word	3.70	.953
7	I will use an electronic dictionary to understand the meaning of a word.	3.70	1.147
8	I will ask the teacher to translate a new word into Indonesian.	3.46	1.182
9	I will ask the teacher to give a synonym for a new word.	3.24	1.188
10	I will ask the teacher to provide an example sentence containing the new word.	3.56	1.091
11	I will ask my classmate the meaning of a word.	3.92	.900
12	I will find out the meaning of a word through group discussion.	3.62	.945
13	I will practice the words I have learned with my	3.62	1.067

	classmates.		
14	I will use new words I know to talk with native English speakers.	3.62	.987
21	I will use new words I learn to make sentences.	3.72	.904
22	will combine several new words and connect them into a story to help me remember.	3.64	.898
23	When I learn a word, I will remember its spelling.	3.66	1.081
24	When I learn a word, I will pay attention to its pronunciation and meaning.	3.86	.926
25	When I learn a word, I will pay attention to its pronunciation and meaning.	3.32	1.096
30	I will look at explanations in the text to understand the meaning of a word. Example: housekeeper = a person who takes care of a house.	3.66	1.222
31	I will write down phrases or idioms related to a word.	3.32	1.151
32	I will use physical movement to help remember new words. Example: I jump while remembering the word jump.	3.52	1.199
39	I will listen to recordings of vocabulary lists.	3.54	1.199
41	I will always carry a notebook to write down new vocabulary	3.80	1.125
42	I will use English songs to learn new words.	3.80	1.050
43	I will read English newspapers to learn vocabulary	3.64	1.225
44	I will watch videos about English pronunciation to learn vocabulary.	3.20	1.400
45	I will read English magazines to learn vocabulary.	3.24	1.437
46	I will read English reading materials to learn new	3.36	1.191

	words (e.g., novels, short stories, etc.).		
47	I will listen to English radio programs to learn vocabulary.	3.36	1.306

Based on the results of the descriptive statistical analysis, it was found that the vocabulary learning strategies in the cognitive strategies domain most frequently used by the English Department students of IAIN Kerinci were *'asking classmates for the meaning of a word' (item 11)*, with a mean score of 3.92, followed *'guessing the meaning of a word from the context' (item 3)*, with a mean score of 3.86. These results indicate that both strategies fall into the high category, meaning that students tend to apply these strategies more frequently in their vocabulary learning process.

In contrast, the least frequently used strategy was represented by *'reading English newspapers to learn vocabulary' (item 44)*, with a mean score of 3.20. And *'reading English magazines to learn vocabulary' (item 45)*, *'asking the teacher to give a synonym for a new word' (item 9)* as well with a mean score 3.20 and 3.24. This finding suggests that this particular strategy is relatively less used by students compared to other strategies.

Table 8 Students Responses Concerning Meta cognitive Strategies

Item no	Statements	Mean	SD
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48	I will use vocabulary tests to check whether I can remember new words	3.56	1.091
49	I will always review the vocabulary I have learned.	3.66	1.042
50	I will ignore new words that I encounter.	2.44	1.181

Based on the results of the descriptive statistical analysis, it was found that the vocabulary learning strategy in the metacognitive strategies domain most frequently used by the English Department students of IAIN Kerinci was represented by *'always reviewing the vocabulary I have learned'* (item 49), with a mean score of 3.66.

This result indicates that the strategy falls into the high category, meaning that students tend to apply this strategy frequently in their vocabulary learning process. In contrast, the least frequently used strategy in this domain was *'ignoring new words that I encounter'* (item 50) with a mean score of 2.22. This finding suggests that this particular strategy is relatively less used by students compared to other strategies.

2. Differences in the Use of Vocabulary Learning Strategies Between Male and Female Students

Table 9 Mann Whitney U test Regarding VLS use Based on Gender

	N	Mean Rank	Sum of Ranks
Male mean rank	30	52.28	1516.00
Female mean rank	64	43.84	2762.00
Mann-Whitney U			746.000
Asymp. Sig. (2-tailed)			.159

Based on the results of the data analysis using the Mann–Whitney U test, it was found that the *Asymp. Sig. (2-tailed)* value was 0.159, which is greater than the significance level of 0.05. This result indicates that there is no significant difference in the use of vocabulary learning strategies between male and female students of the English Department at IAIN Kerinci. Although the mean rank of male students (52.28) is slightly higher than that of female students (43.84), the difference is not statistically strong enough to indicate a real difference in the strategies used. Therefore, it can be concluded that both male and female students tend to apply similar vocabulary learning strategies in their English learning process.

These results indicate that both male and female students tend to use similar vocabulary learning strategies. The absence of a significant difference can be attributed to several factors. First, all respondents come from the same academic background, namely students of the English Department at IAIN Kerinci, which means they share similar learning experiences, teaching

methods, and exposure to vocabulary learning strategies. Second, both male and female students have the same learning goals to improve their vocabulary mastery in order to enhance their overall English language proficiency.

Furthermore, in the context of language learning within an academic environment, gender is generally not a major determining factor in the choice of learning strategies. Instead, individual factors such as motivation, learning style, and the level of metacognitive awareness play a more influential role. Therefore, this finding is consistent with previous studies that also revealed no significant difference in the use of vocabulary learning strategies between male and female students. In conclusion, the effectiveness of vocabulary learning strategy use is more likely influenced by learners' internal factors rather than by gender differences.

3. Difference in the Use of Vocabulary Learning Strategies Across Years of Study

Table 10 ANOVA results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5894.905	2	2947.452	5.498	.006
Within Groups	48780.808	91	536.053		
Total	54675.713	93			

Based on the result of the One-Way ANOVA test, the significance value is 0.006, which is lower than 0.05. This means that there is a significant difference in the use of vocabulary learning strategies across different years of study. In other words, students from different semesters (semester 1, 3, and 5) use vocabulary learning strategies differently. The result also shows that the variance between groups is homogeneous because the Levene's test significance value is 0.068, which is higher than 0.05. Therefore, the data meet the assumption of homogeneity, and the ANOVA result is valid. From these findings, it can be concluded that the null hypothesis (which states that there is no difference) is rejected, and the alternative hypothesis is accepted.

Table 11 Post Hoc Test Tukey results

(I) Year (J) Year		Mean diff (I-J)	Std Error	Sig	95% Confidence Interval	
					Lower Bound	Upper Bound
Semester 1	Semester 3	19.03130*	5.83333	.002	7.4441	30.6185
	Semester 5	9.40190	6.02058	.122	-2.5572	21.3610
Semester 3	Semester 1	-19.03130*	5.83333	.002	-30.6185	-7.4441
	Semester 5	-9.62940	6.98806	.172	-23.5103	4.2515

Semester	Semester 1	-9.40190	6.02058	.122	-21.3610	2.5572
5	Semester 3	9.62940	6.98806	.172	-4.2515	23.5103

After the One-Way ANOVA indicated a significant difference among groups ($p < .05$), a further analysis was carried out using the post hoc LSD (Least Significant Difference) test to determine which groups differed significantly from one another. The results revealed a significant difference between the first-semester and third-semester students ($p = .002$). However, no significant differences were found between the first-semester and fifth-semester students or between the third-semester and fifth-semester students ($p > .05$). These findings suggest that the variation in students' scores mainly occurred between those in the early and middle stages of study, while the final-semester students demonstrated relatively similar scores to the other groups.

4. Perceived Usefulness of Vocabulary Learning Strategies Used by the Students of English Department

Regarding the first question that asked about vocabulary learning strategies used the most and the least, the respondents came up with various responses,

Respondents 1, 2, and 5 mentioned that they often employed different strategies, such as writing down new words in notebooks, using flashcards, and

repeating the meanings of words several times until they memorized them, as reflected in the following quotations:

“I usually write new words in my notebook and repeat them several times until I remember them.” (Respondent 1)

“When learning vocabulary, I often write it on flashcards and memorize it by repeating.” (Respondent 2)

“I like writing down new words because it is the easiest way for me to memorize them.” (Respondent 5)

Based on the responses, it appears that most of these VLS belong to the Memory strategies domain.

Meanwhile, Respondents 3 and 4 tended to use different strategies, such as interacting with friends or practicing English in daily conversations which belong to the Metacognitive strategies domain. For example:

Respondent 3 stated, ***“I often learn vocabulary by speaking English with my friends.”***

Respondent 4 commented

“I prefer learning through conversation because I can practice directly.”

These responses indicate that students may choose strategies that suit their habits and comfort levels. Memory strategies help them retain vocabulary more effectively, while metacognitive strategies facilitate the practical use of language in real life contexts.

When asked the least used strategies, most respondents mentioned game-based strategies, several students mentioned metacognitive strategies due to a lack of confidence when speaking English, as:

“I rarely use games to learn vocabulary.” (Respondent 6)
“I still feel shy when I have to speak English in front of others.”
 (Respondent 8).

What asked about the usefulness of the strategies they all respondents agreed that the used of vocabulary learning strategies helped them understand and remember new words more effectively. They considered strategies such as taking notes, repeating word meanings, and interacting with others to be simple but beneficial.

“In my opinion, these strategies make it easier to remember new words.”
 (Respondent 2)

“Using these strategies makes me more confident when speaking English.”
 (Respondent 3)

“If I regularly review the vocabulary I have learned, it stays longer in my memory.” (Respondent 7)

“I think game-based learning is not very usefulness for me, so I rarely use it.” (Respondent 9)

Students also stated that these strategies not only help them cognitively but also enhance their motivation and self-confidence in using English actively, as referred in the following quotations:

Overall, the interview results revealed that students most frequently used memory and metacognitive strategies in learning vocabulary. Both strategies were perceived as effective because they are simple, easy to apply, and suited to the students' learning contexts.

Meanwhile, game-based strategies and social strategies requiring active communication were less frequently used, as some students felt shy, lacked

confidence, or had limited opportunities to practice speaking English, the responses given by these respondents were similar to their responses in the qualitative phase.

B. DISCUSSION

The findings of this study revealed that students of the English Department at IAIN Kerinci employed a wide range of vocabulary learning strategies to enhance their English proficiency. Based on the data analysis regarding the vocabulary learning strategies most and least frequently used, it was found that students tend to use cognitive and memory strategies more often. The most frequently applied strategies in cognitive domain are include, analyze the type of word (verb, noun, adjective, or adverb), I will guess the meaning of a word from the context, I will use an English–Indonesian dictionary to understand the meaning of a word, and in memory strategies are include, repeating the meaning of a word to remember it and remembering new words through pronunciation. These findings indicate that students prefer strategies involving repetition and active reinforcement, allowing newly learned vocabulary to be stored more effectively in long-term memory. These results are consistent with the findings of Tahmina (2024), who revealed that high-proficiency English learners tend to use cognitive strategies more frequently than memory strategies in learning vocabulary. This indicates that advanced learners prefer strategies that involve meaning processing and active word use

rather than mere memorization. Based on the results of the Mann–Whitney U test, the Asymp. Sig. (2-tailed) value was 0.159, which is greater than the significance level of 0.05, indicating no significant difference in the use of vocabulary learning strategies between male and female students of the English Department at IAIN Kerinci. Although the mean rank of male students was slightly higher, the difference was not statistically strong enough, meaning that both groups tend to use similar strategies. This finding is consistent with previous studies that also found no significant differences between male and female students, such as Alqarni (2019), who noted that while some studies report gender differences in receptive vocabulary knowledge, many others do not find significant differences. This suggests that factors such as learning experience, strategies used, and learning motivation have a greater influence than gender in determining the effectiveness of vocabulary learning strategies. Therefore, it can be concluded that the effectiveness of vocabulary strategy use is more influenced by learners' internal factors than by gender differences.

The findings of this study are consistent with previous research indicating that vocabulary learning strategies (VLS) vary across different academic levels. For example, Alshammari (2020) found that students with larger vocabulary sizes tend to use metacognitive strategies more frequently, suggesting that vocabulary learning strategies can develop alongside increased vocabulary mastery. This study supports the idea that as students progress through academic

years, they may adopt more sophisticated or diverse vocabulary learning strategies. The consistent findings across different contexts suggest that academic progression plays a crucial role in shaping the vocabulary learning strategies employed by students.

The results of the post hoc LSD test showed a significant difference between the first-semester and third-semester students, while the fifth-semester students did not show any significant difference compared to the other two groups. This finding indicates that students' vocabulary learning strategies or language learning behaviors develop progressively as they advance in their academic studies. First-semester students, who are still in the initial phase of learning, tend to rely more on basic strategies such as memorization and repetition to aid understanding. In contrast, third-semester students, who have gained more learning experience, begin to employ more advanced strategies such as metacognitive planning, monitoring, and self-evaluation, which contribute to their higher mean scores. However, among fifth-semester students, this improvement appears to stabilize, suggesting that they have reached a relatively consistent level of strategy use and learning autonomy.

This pattern is consistent with several theoretical frameworks and previous studies. According to Oxford (1990) and O'Malley and Chamot (1990), the use of language learning strategies develops in stages, where learners initially depend on cognitive strategies and gradually shift to

metacognitive strategies as they gain more experience and proficiency. Similarly, Zimmerman's (2000) theory of self-regulated learning emphasizes that learners' ability to plan, monitor, and evaluate their learning grows with academic maturity, leading to more autonomous and stable learning behavior over time. Moreover, Krashen's (1982) Input Hypothesis supports this finding by suggesting that meaningful exposure to language (*comprehensible input*) promotes the internalization of more effective strategies as learners advance in their studies.

Regarding the first research question, which explored the vocabulary learning strategies most and least frequently used by English Department students, the qualitative findings revealed diverse responses. During the interview phase, students described the frequency of their vocabulary learning strategy (VLS) use and their perceptions of the usefulness of each strategy. The majority of students reported frequently using strategies such as writing down new words in notebooks, and repeating word meanings several times until they could memorize them. These strategies are categorized under memory strategies, which help learners retain new vocabulary more effectively. These results are consistent with the findings of Adam and Magfirah (2022), who revealed that students frequently employed memory and cognitive strategies such as writing new words in notebooks, repeating them several times, and

using dictionaries to understand their meanings. These strategies were found to be effective in helping learners retain and recall new vocabulary.

In addition to memory strategies, several students mentioned that they often practiced vocabulary through interaction, such as engaging in English conversations with friends or using English in daily communication. These approaches reflect metacognitive strategies, in which learners monitor and regulate their learning process by applying vocabulary in real contexts. Students explained that memory strategies were effective because they were simple, easy to use, and practical for independent study, while metacognitive strategies helped them gain confidence and improve fluency in using vocabulary actively. These results are consistent with the findings of Zuhairi and Mistar (2023), who revealed that metacognitive strategies were the most frequently used by learners and had a strong relationship with their vocabulary mastery. Learners often practiced vocabulary through real life interactions, such as speaking English with friends or using it in daily communication, which helped them apply new words more confidently and effectively.

When discussing the least frequently used strategies, most students admitted that game-based strategies were rarely applied. They expressed that learning through games was less useful for their academic needs and that limited time and confidence often prevented them from using such strategies. These findings are consistent with Fatimah and Masduqi (2021), who revealed

that game-based strategies were among the least frequently used by learners. Their study indicated that students perceived vocabulary games as less relevant to their academic needs. In addition, limited study time and lack of confidence made learners less motivated to apply such strategies in their vocabulary learning.

The students in qualitative phase agreed that vocabulary learning strategies were helpful in improving their ability to understand and remember new words. They perceived strategies such as taking notes, repeating word meanings, and reviewing vocabulary regularly as beneficial for strengthening long-term memory. Moreover, these strategies not only supported their cognitive development but also enhanced their motivation and self-confidence in using English. This study is in line with Tandean (2016), explained that metacognitive strategies help students become more aware of their thinking processes while reading. In her research, students were taught to plan their goals before reading, monitor their comprehension during reading, and evaluate the content afterward. The findings revealed that applying metacognitive strategies improved students reading comprehension and encouraged them to become more independent learners.

The interview results revealed that students most frequently used memory strategies some respondent also used metacognitive strategies in learning vocabulary. Both strategies were considered effective because they are

simple, easy to apply, and suited to the students' learning contexts. Meanwhile, game-based and social strategies were less frequently used due to shyness, lack of confidence, or limited opportunities for practice.

The qualitative responses provided by the participants were consistent with their general learning preferences, as reflected in the quantitative phase. These findings are consistent with the study conducted by Zuhairi and Mistar (2023). The study revealed that among various vocabulary learning strategies, metacognitive and memory strategies were the most frequently used by Indonesian EFL students. These strategies were perceived as effective because they helped learners plan, monitor, and evaluate their vocabulary learning process independently. In addition, students who applied these strategies tended to achieve better vocabulary mastery. Thus, this result reinforces the current study's findings that metacognitive and memory strategies play an essential role in enhancing students vocabulary acquisition.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. The most and least used vocabulary learning strategies

The findings revealed that cognitive and memory strategies were the most frequently used by English Department students. The most common techniques included repeating words, practicing pronunciation, translating, and using dictionaries to improve vocabulary retention. In contrast, strategies such as using vocabulary cards, learning through games, and associating new words with personal experiences were the least used.

2. Differences between male and female students

The results showed that there was no significant difference in the use of vocabulary learning strategies between male and female students. This indicates that gender did not have a major effect on students' choice of strategies, as both male and female learners tended to use similar types of strategies to enhance their vocabulary.

3. Differences across years of study

The study found a significant difference in the use of vocabulary learning strategies across different academic years. Lower-semester students tended to rely on basic strategies such as memorization and repetition, while

higher-semester students adopted more advanced strategies like contextual practice, word association, and active vocabulary use in speaking or writing activities.

4. Usefulness of vocabulary learning strategies

Both quantitative and qualitative findings showed that students perceived cognitive and memory strategies as the most useful for improving vocabulary learning. These strategies help learners to better understand, retain, and apply new vocabulary, ultimately supporting their English language proficiency.

B. SUGGESTION

Based on the findings and conclusions above, several suggestions can be proposed as follows:

1. For Students

Students are encouraged to actively explore and apply various vocabulary learning strategies, particularly social, memory, cognitive, and metacognitive strategies, to enhance their vocabulary acquisition more effectively. They should also develop self-awareness in selecting strategies that best suit their learning styles, goals, and preferences. Moreover, students are advised to make use of modern learning tools, such as digital flashcards or

language-learning applications, to foster independent and enjoyable learning experiences.

2. For Lecturers and Educators

Lecturers are expected to provide explicit instruction on vocabulary learning strategies and integrate them into classroom activities. They can encourage students to practice these strategies through interactive tasks such as group discussions, collaborative projects, language games, or vocabulary journals. Such activities not only enhance students' engagement but also help them apply the strategies in meaningful and communicative contexts.

3. For Future Researchers

Future researchers are recommended to conduct studies with larger samples and more diverse contexts to gain broader and more comprehensive insights. Further research could also explore other factors that influence the use of vocabulary learning strategies, such as students' motivation, learning environment, and academic achievement.

By implementing these suggestions, both students and educators are expected to optimize the use of vocabulary learning strategies to improve vocabulary mastery and enhance overall English language competence.

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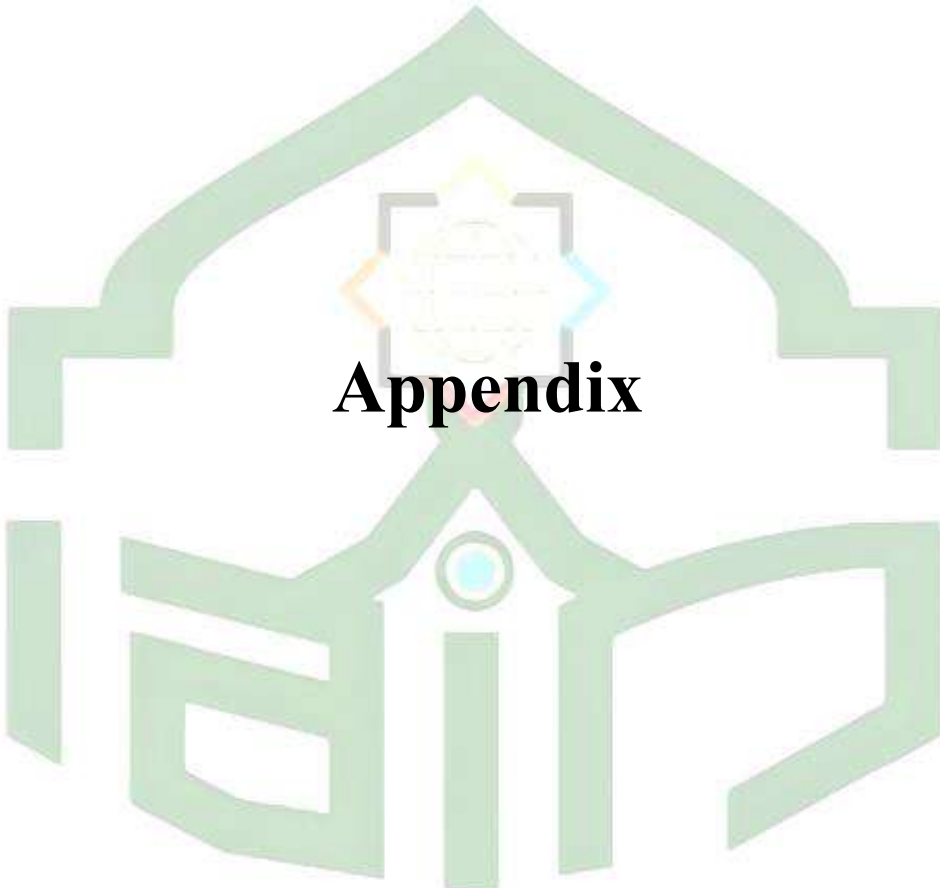
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Appendix

Appendix 1

GENERAL INSTRUCTIONS:

1. This questionnaire is not intended to give grades.
2. The purpose of this questionnaire is to obtain information.
3. Your responses are very important to understand strategies for learning new English vocabulary.
4. This questionnaire consists of several statements about strategies used to learn new English vocabulary.
5. Respondent data and all information provided will be kept confidential.
Therefore, you are requested to complete the questionnaire honestly.

HOW TO FILL IN:

Put a cross (X) in the column that corresponds to how often you use each strategy when learning English vocabulary.

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

Name :

Age :

Gender : ☐ Female ☐ Male

Semester :

Statement strategi pembelajaran kosa kata	1	2	3	4	5
1. Saya akan menganalisis jenis kata (kata kerja, kata benda, kata sifat, atau kata keterangan) dari sebuah kata baru untuk menentukan maknanya.					
2. Saya akan menganalisis bentuk dasar kata, prefiks, atau sufiks untuk mengetahui artinya. Contoh: im-possible = tidak mungkin.					
3. Saya akan menebak arti sebuah kata dari konteks.					
4. Saya akan menggunakan kamus Inggris–Indonesia untuk mengetahui arti sebuah kata.					
5. Saya akan menggunakan kamus Inggris–Inggris untuk mengetahui arti sebuah kata					
6. Saya akan menggunakan kamus Indonesia–Inggris dan kamus Inggris–Indonesia untuk mengetahui arti sebuah kata.					
7. Saya akan menggunakan kamus elektronik untuk mengetahui arti sebuah kata.					
8. Saya akan meminta guru menerjemahkan kata baru ke dalam bahasa Indonesia.					
9. Saya akan meminta guru memberikan sinonim dari kata baru.					
10. Saya akan meminta guru memberikan contoh kalimat yang memuat kata baru tersebut.					
11. Saya akan menanyakan arti sebuah kata kepada teman sekelas.					
12. Saya akan mencari arti sebuah kata melalui diskusi kelompok.					
13. Saya akan mempraktikkan kata-kata yang telah saya pelajari dengan teman sekelas.					
14. Saya akan menggunakan kata baru yang saya ketahui					

untuk berbicara dengan penutur asli bahasa Inggris					
15. Saya akan memasangkan kata dengan gambar yang mewakilinya.					
16. Saya akan membayangkan gambaran yang terkait dengan arti kata. Misalnya, ketika belajar kata <i>cloud</i> , saya membayangkan langit.					
17. Saya akan menghubungkan kata dengan pengalaman pribadi saya. Misalnya, ketika belajar kata <i>rain</i> , saya mengingat pengalaman menikmati hujan bersama teman.					
18. Saya akan menghubungkan sebuah kata dengan kata lain yang berhubungan. Misalnya, saat belajar kata <i>apple</i> , saya juga memikirkan buah lain seperti pir dan pisang.					
19. Saat belajar sebuah kata, saya akan memperhatikan sinonim (kata dengan arti sama) dan antonim (kata dengan arti berlawanan). Contoh: <i>beautiful</i> (sinonim: cantik, antonim: jelek).					
20. Saya akan mengelompokkan kata-kata yang dipelajari. Misalnya, nama-nama benda di ruang kelas.					
21. Saya akan menggunakan kata baru yang saya pelajari untuk membuat kalimat.					
22. Saya akan menggabungkan beberapa kata baru dan menghubungkannya dalam sebuah cerita untuk membantu saya mengingat.					
23. Ketika saya belajar sebuah kata, saya akan mengingat ejaannya.					
24. Ketika saya belajar sebuah kata, saya akan memperhatikan pelafalan dan artinya.					
25. Ketika saya belajar sebuah kata, saya akan membacanya dengan suara keras.					

26. Saya akan menggarisbawahi kata baru untuk memperkuat ingatan saya.					
27. Saya akan mencari kata dalam bahasa Indonesia yang mirip bunyinya untuk membantu menghafal kata baru bahasa Inggris.					
28. Saya akan mengingat kata dasar, prefiks, dan sufiks dari sebuah kata.					
29. Saya akan mengingat kata baru melalui pelafalannya					
30. Saya akan memperhatikan penjelasan dalam teks untuk memahami arti sebuah kata. Contoh: <i>housekeeper</i> = orang yang merawat rumah.					
31. Saya akan menuliskan frasa atau idiom yang berhubungan dengan sebuah kata.					
32. Saya akan menggunakan gerakan fisik untuk membantu mengingat kata baru. Contoh: saya melompat sambil mengingat kata <i>jump</i> .					
33. Saya akan mengulang arti sebuah kata untuk mengingatnya.					
34. Saya akan menulis kata berulang kali untuk					
35. Saya akan menggunakan tabel untuk mengingat kosakata (satu kolom berisi kata bahasa Inggris, kolom lain berisi artinya dalam bahasa Indonesia).					
36. Saya akan menggunakan kartu kosakata untuk mengingat kata baru (satu sisi berisi kata bahasa Inggris, sisi lainnya berisi arti dalam bahasa Indonesia).					
37. Saya akan membuat catatan kosakata baru selama pelajaran.					
38. Saya akan menggunakan konteks dalam teks untuk menjelaskan arti sebuah kata.					
Pernyataan tentang strategi belajar kosakata					

40. I will put English labels on objects to help me remember vocabulary. Example: labeling a vase with “vase”.					
39. Saya akan mendengarkan rekaman daftar kosakata.					
40. Saya akan menempelkan label bahasa Inggris pada benda untuk membantu saya mengingat kosakata. Contoh: memberi label <i>vase</i> pada vas bunga.					
41. Saya akan selalu membawa buku catatan untuk menulis kosakata baru.					
42. Saya akan menggunakan lagu berbahasa Inggris untuk mempelajari kata baru.					
43. Saya akan menonton video tentang pelafalan bahasa Inggris untuk mempelajari kosakata.					
44. Saya akan membaca koran berbahasa Inggris untuk mempelajari kosakata.					
47. Saya akan mendengarkan program radio berbahasa Inggris untuk mempelajari kosakata.					
48. Saya akan menggunakan tes kosakata untuk menguji apakah saya dapat mengingat kata baru.					
49. Saya akan selalu meninjau kembali kosakata yang telah saya pelajari.					
50. Saya akan mengabaikan kata baru yang saya temui.					

Appendix 2

The interview questions in this study were adapted from the work of Chumworatayee and Pitakpong (2017), entitled "The Relationships between the Use of Vocabulary Learning Strategies and Their Usefulness as Perceived by English Major Students in a Thai University," published in the LEARN Journal: Language Education and Acquisition Research Network, Volume 10, Issue 2, pages 155–167. The original study provided a comprehensive framework for exploring the types of vocabulary learning strategies used by English major students, as well as their perceived usefulness. These questions were selected and modified to align with the research objectives of the current study and the context of students at the State Islamic Institute Kerinci. The adapted questions aim to gather in-depth insights into the participants' experiences, preferences, and perceptions regarding vocabulary learning strategies.

INTERVIEW GUIDE

Title: *THE USE OF THE VOCABULARY LEARNING STRATEGIES AND THEIR USEFULNESS AS PERCEIVED BY ENGLISH MAJOR STUDENTS AT STATE ISLAMIC INSTITUTE OF KERINCI IN THE 2024/2025 ACADEMIC YEARS*

Researcher:

Institution: State Islamic Institute Kerinci

Date:

Location:

General Information

Name: [Optional if anonymous]

Age:

Gender:

Semester:

Phone Number (for contact if needed):

Interview Questions

1. Which vocabulary learning strategies do you use most and least often?
2. Which of these strategies do you find most useful?
3. What do you think are the usefulness of vocabulary learning strategi

Appendix 3

No	Sub Domain	Mean	SD
1.	Memory	3,61	.168
2.	Cognitive	3,68	.212
3.	Metacognitive	3,22	.677

Appendix 4

Item no	Statements	Mean	SD
15	I will match words with pictures that represent them.	3.72	1.089
16	I will create a mental image related to the meaning of a word. For example, when learning cloud, I imagine the sky.	3.66	1.206
17	I will connect words with my personal experiences. For example, when learning rain, I recall my experience enjoying the rain with friends.	3.68	.978
18	I will connect one word to related words. For example, when learning apple, I also think of other fruits like pear and banana.	3.82	.873
19	When I study a word, I will pay attention to its synonyms (words with similar meanings) and antonyms (words with opposite meanings). Example: beautiful (synonym: pretty, antonym: ugly).	3.40	.969
20	I will group words to be studied. For example, names of objects in the classroom.	3.70	.886
26	I will underline new words to reinforce my memory.	3.76	1.080
27	I will look for similar-sounding Indonesian words (homophones) to help memorize new English words.	3.48	.995
28	I will remember the root word, prefixes, and suffixes of a word.	3.62	1.067

29	I will remember new words through their pronunciation	3.80	.857
32	I will use physical movement to help remember new words. Example: I jump while remembering the word jump.	3.52	1.199
33	I will repeat the meaning of a word to remember it.	3.90	.863
34	I will write a word repeatedly to remember it.	3.64	1.025
35	I will use tables to remember vocabulary (one column for English words, another for their Indonesian meanings).	3.46	1.281
36	I will use vocabulary cards to remember new words (one side with the English word, the other side with the Indonesian meaning).	3.32	1.186
37	I will take notes of new vocabulary during lessons.	3.48	1.182
40	I will put English labels on objects to help me remember vocabulary. Example: labeling a vase with "vase".	3.40	1.212

No Item	Statements	Mean	SD
1	I will analyze the type of word (verb, noun, adjective, or adverb) of a new word to determine its meaning.	3.78	.996
2	I will analyze the basic word form, prefix, or suffix to understand the meaning of a word. For example: impossible = not possible.	3.64	.827
3	I will guess the meaning of a word from the	3.86	1.069

	context.		
4	I will use an English–Indonesian dictionary to understand the meaning of a word.	3.82	1.063
5	I will use an English–English dictionary to understand the meaning of a word.	3.22	1.266
6	I will use an Indonesian–English dictionary and an English Indonesian dictionary to understand the meaning of a word	3.70	.953
7	I will use an electronic dictionary to understand the meaning of a word.	3.70	1.147
8	I will ask the teacher to translate a new word into Indonesian.	3.46	1.182
9	I will ask the teacher to give a synonym for a new word.	3.24	1.188
10	I will ask the teacher to provide an example sentence containing the new word.	3.56	1.091
11	I will ask my classmate the meaning of a word.	3.92	.900
12	I will find out the meaning of a word through group discussion.	3.62	.945
13	I will practice the words I have learned with my classmates.	3.62	1.067
14	I will use new words I know to talk with native English speakers.	3.62	.987
21	I will use new words I learn to make sentences.	3.72	.904
22	will combine several new words and connect them into a story to help me remember.	3.64	.898
23	When I learn a word, I will remember its spelling.	3.66	1.081

24	When I learn a word, I will pay attention to its pronunciation and meaning.	3.86	.926
25	When I learn a word, I will pay attention to its pronunciation and meaning.	3.32	1.096
30	I will look at explanations in the text to understand the meaning of a word. Example: housekeeper = a person who takes care of a house.	3.66	1.222
31	I will write down phrases or idioms related to a word.	3.32	1.151
32	I will use physical movement to help remember new words. Example: I jump while remembering the word jump.	3.52	1.199
39	I will listen to recordings of vocabulary lists.	3.54	1.199
41	I will always carry a notebook to write down new vocabulary	3.80	1.125
42	I will use English songs to learn new words.	3.80	1.050
43	I will read English newspapers to learn vocabulary	3.64	1.225
44	I will watch videos about English pronunciation to learn vocabulary.	3.20	1.400
45	I will read English magazines to learn vocabulary.	3.24	1.437
46	I will read English reading materials to learn new words (e.g., novels, short stories, etc.).	3.36	1.191
47	I will listen to English radio programs to learn vocabulary.	3.36	1.306

No Item	Statements	Mean	SD
48	I will use vocabulary tests to check whether I can remember new words	3.56	1.091
49	I will always review the vocabulary I have learned.	3.66	1.042
50	I will ignore new words that I encounter.	2.44	1.181

Appendix 5

	N	Mean Rank	Sum of Ranks
Male mean rank	30	52.28	1516.00
Female mean rank	64	43.84	2762.00
Mann-Whitney U			746.000
Asymp. Sig. (2-tailed)			.159

Appendix 6

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5894.905	2	2947.452	5.498	.006
Within Groups	48780.808	91	536.053		
Total	54675.713	93			

Appendix 7

(I) Year (J) Year		Mean diff (I-J)	Std Error	Sig	95% Confidence Interval	
					Lower Bound	Upper Bound
Semester 1	Semester 3	19.03130*	5.83333	.002	7.4441	30.6185
	Semester 5	9.40190	6.02058	.122	-2.5572	21.3610
Semester 3	Semester 1	-19.03130*	5.83333	.002	-30.6185	-7.4441
	Semester 5	-9.62940	6.98806	.172	-23.5103	4.2515
Semester 5	Semester 1	-9.40190	6.02058	.122	-21.3610	2.5572
	Semester 3	9.62940	6.98806	.172	-4.2515	23.5103

DOCUMENTATIONS

Figure 1 Documentations of Filling Out the Questionnaire







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21055, Fax. (0748) 22114, Kode Pos. 37112, Web: iainkerinci.ac.id, Email: info@iainkerinci.ac.id

Nomor : B-1242 /In.31/D.1/PP.00.9/09/2025
Lampiran : 1 Halaman
Perihal : Permohonan Izin Penelitian

15 September 2025

Kepada Yth.
Rektor IAIN Kerinci
Sungai Penuh
DI

Tempat

Assalamualaikum Wr, Wb.

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

NAMA : Diani Rahmatul Fitri
NIM : 2110203045
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi: **THE USE OF THE VOCABULARY LEARNING STRATEGIES AND THEIR USEFULNESS AS PERCEIVED BY ENGLISH MAJOR STUDENTS AT STATE ISLAMIC INSTITUTE OF KERINCI IN THE 2024/2025 ACADEMIC YEAR.** Waktu penelitian yang diberikan kepada yang bersangkutan minimal 2 (dua) bulan, dimulai pada tanggal 17 September 2025 s.d 17 November 2025.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.



Dekan

Dr. Eva Ardinal, M.A.

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pegangan
4. Pertinggal



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS**

Jalan Pelita IV Sungai Penuh

Telp. 0748 – 21065

Kode Pos. 37112

web : [www. Stainkerinci.ac.id](http://www.Stainkerinci.ac.id)

SURAT KETERANGAN PENELITIAN

Nomor: B- 198/In.31/J3.1/PP.00.09/11/2025

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama	:	Diani Rahmatul Fitri
Nim	:	2110203045
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Semester	:	IX

Telah melaksanakan penelitian di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Penelitian ini dilaksanakan dari tanggal 17 September s.d 17 November 2025. Dengan judul **“The use of vocabulary learning strategies and their usefulness as preceived by English major students at the State Islamic Institute of Kerinci in the 2024/2025 Academic Year”**.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 11 November 2025

Ketua Jurusan



MUSDIYAH M.Pd
NIP-19840205 202321 1 011



A. Biography of the Writer

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 Email : dianirahmatulfitri@gmail.com
 Major Faculty : English Departement : Tarbiyah and Teacher Training

B. Education Background

2009 – 2015 : SDN 156/III Tangkil
 2015 – 2018 : SMPN 25 Pelompek/ SMPN 25 Kerinci
 2018 – 2021 : SMAN 7 Kerinci

2021 – 2025 :Institut Agama Islam Negeri (IAIN) Kerinci

