

**THE STUDENT OFFICERS' VOCABULARY LEARNING
STRATEGIES USED AND THEIR VOCABULARY TYPE**

A THESIS



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**The Student Officers' Vocabulary Learning Strategies Used
and Their Vocabulary Type**

A Thesis

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in partial fulfillment of the requirements for
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Magister in Teaching English as a Foreign Language**



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Approval Sheet

(I)

This thesis entitled **“The Student Officers’ Vocabulary Learning Strategies Used and Their Vocabulary Type”** prepared and submitted by Ellyana Ismayanti 8212712023 has been approved and examined by the Thesis Board of Examiners on Friday, September, 12, 2014.

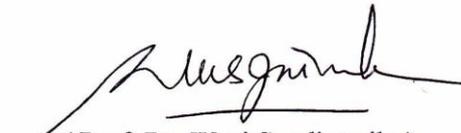
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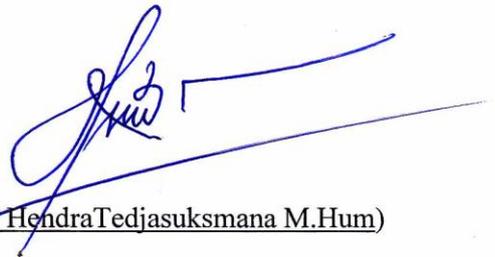
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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from other dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, September, 12, 2014



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The Writer

The Student Officers' Vocabulary Learning Strategies Used and Their Vocabulary Type

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Abstract

One of the important things in communication is vocabulary mastery. Since shipping industry communicates through maritime English as language of the sea, seafarers are demanded having proficiency in mastering maritime English which influences the safety of life at sea, ship property, pollution prevention, etc. In addition, maritime English knowledge and skills can ensure the effectiveness of communication. In fact, there are many seafarers who still encounter the problem in understanding instruction and terminology which are related to the activities on board ship. To help seafarers to achieve high quality performance, they should focus on vocabulary learning in maritime English study. Maritime English vocabulary can be divided into four types, they are: high frequency words, academic words, technical words, and low frequency words. Regarding the problems which still exist in vocabulary learning and the number of vocabulary recognition, this study intends to answer three research questions as follows: (1) What are the vocabulary learning strategies used by the student officers of

Surabaya Merchant Marine Polytechnic (POLTEKPEL), (2) What vocabulary types have the student officers mastered in learning maritime English vocabulary? (3) What are the student officers' tendencies in using vocabulary learning strategies to master vocabulary types?

This descriptive study used theoretical foundation based on Schmitt's (1997) vocabulary learning strategies taxonomy which consists of determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. There were two kinds of instruments used to collect the data, they were the result vocabulary learning strategies questionnaire and maritime English vocabulary test. Questionnaire used for answering research question 1, maritime English test used for answering research question 2 and both of the result of questionnaire and maritime English test used for answering research question 3. The researcher also discussed related theories and review of related studies.

The result of research question 1 showed that 9 out of 30 students (30%) used English-Indonesian dictionary in determination strategy. Then, 5 students (16.67%) used social strategies and it indicated that they often asked classmates to discover and understand the meaning of a new word in this strategy. In memory strategies, 3 out of 30 students (10%) often learned words by paraphrasing the meaning of new words. On the other hand, 10 students (33.33%) often took notes in class and they used cognitive strategies. In addition, in metacognitive strategy, 3 students (10%) often translated the meaning of words from Indonesian into English. Research question 2 revealed 12 students (40%) were considered having mastery on vocabulary test in academic words category, 10 students (33.33%) had mastered technical words category, and only 3

students (10%) had mastered both of academic and technical words category. The result of research question 3 found that there were 9 students (30%) who used determination strategies with M 4.03 and SD 0.46 and there were no students who had mastery of academic and technical vocabulary types because they had scored less than 12 correct items. There were 5 students (16.67%) who used social strategy with mean 4.26 and standard deviation 0.61 and 4 students had mastered technical words type. In memory strategy, there were only 3 students (10%) had applied this strategy with mean 3.64 and standard deviation 0.13 and all of them only had mastery of technical words type. On the other hand, 10 students (33.33%) used cognitive strategy in vocabulary learning with mean 3.97 and standard deviation 0.43 and 9 students only had mastered academic words type and there were no students who mastered technical words type. In metacognitive strategy, 3 students (10%) had applied this strategy with mean 4.5 and standard deviation 0.31 and all of them had mastered not only academic but also technical words.

In conclusion, the students who used determination strategies were not able to master academic and technical words types. The students who used social strategies tended to master technical words type. Then, the students who used memory strategies tended to master technical words type. On the other hand, the students who used cognitive strategies tended to master academic words type. Meanwhile, the students who used metacognitive strategies tended to master two vocabulary types which consist of academic words and technical words.

Table of Contents

Title	
Approval Sheet (1)	
Approval Sheet (2)	
Statement of Authenticity	
Acknowledgements	
Abstract	
Table of Contents	
List of Tables	
List of Figures	
Chapter I	1
Introduction	1
Background of the Study	1
Gap between Expectation and Reality in the Present Study.....	9
Background of the Student Officers.....	12
Statement of the Problems	13
Objectives of the Study	14
Theoretical Framework	14
Significance of the Study	15
Scope and Limitation of the Study.....	16
Assumption	17
Definition of Key Terms	17
Chapter II	19
Review of Related Literature	19
Related Theories	19
The Concept of Knowing a Word	19
L2 Learning Strategies	22
Overview of Vocabulary Learning Strategies	23

The Importance of Vocabulary Learning Strategies	25
Factors Affecting Vocabulary Learning Strategies Use	26
Learner Individual Differences Factors	27
Belief	27
Attitude	27
Motivation	28
Language Learning Experience	28
Social and Situational Factors	28
Field of Study	29
Course Type	29
Class Level	29
Gender	30
Language Learning Environment	30
Learners' Learning Outcomes	31
Language Achievement	32
Language Proficiency	32
Types of Vocabulary Learning Strategies	33
The Dimension of Vocabulary Knowledge	38
Types of English Vocabulary	39
Academic words	41
Technical words	42
Review of Related Study	46
Research on Vocabulary Learning Strategies	46
Chapter III....	53
Research Methodology	53
Research Design	53
The Subjects	55
Research Data Sources	56

Research Instruments	57
Vocabulary Learning Strategies Questionnaire	58
Validity and Reliability of Questionnaire	61
Maritime English Vocabulary Test	63
Procedure of Data Collection	67
Technique of Data Analysis	68
Chapter IV	72
Result and Discussion	72
The Result of Research Question	72
The Result of Research Question1	72
The Result of Research Question2	80
The Result of Research Question 3	84
Discussion of Research Question 1.....	86
The Students' Vocabulary Learning Strategies	86
Discussion of Research Question 2	88
Students' Vocabulary Type Mastery	88
Mastery on Academic Words	89
Mastery on Technical Words	89
Discussion of Research Question 3	90
Students' Vocabulary Learning Strategies and their Vocabulary Type.....	90
Chapter V	96
Conclusion and Suggestions	96
Conclusion	96
Suggestions	100
Suggestions for the Student Officers	100
Suggestions for English Instructors	100
Suggestions for Further Studies	101

Bibliography

Appendixes

List of Tables

- 2.1. Taxonomy of Vocabulary Learning Strategies/35
- 2.2. Two Vocabulary Categories of MNMEC/44
- 2.3. Frequency List of Word Families in MNMEC/44
- 3.1. Interpretation Data in Questionnaire/60
- 3.2. Reliability of Vocabulary Learning Strategies/63
- 3.3. Reliability of Maritime Vocabulary English Test/66
- 3.4. Scoring Guidelines/70
- 4.1. The Students Officers' Vocabulary Learning Strategies Used/73
- 4.2. Descriptive Statistics of Students' Vocabulary Learning Strategies Used/76
- 4.3. Most and Least Vocabulary Learning Strategies Used/78
- 4.4. The Students' Performance on Vocabulary Test/82

List of Figures

- 3.1. Design of the Study/54
- 3.2. Description of Research Data Source/57
- 3.3. Description of Research Instruments/58
- 3.4. Description of Vocabulary Learning Strategies Categorization/59
- 3.5. Sample of Vocabulary Size Test/64
- 3.6. Procedure of Data Collection/68
- 3.7. Techniques of Data Analysis/71
- 4.1. Students' Percentage on Vocabulary Learning Strategies Used/75
- 4.2. Students' Percentage on Most and Least Vocabulary Learning Strategies Used/79
- 4.3. Students' Percentage on Vocabulary Type Mastery/83