

The Correlation Between Vocabulary Learning Strategies and the Vocabulary Mastery of the 2nd Grade Students of Junior High School Nurut Tauhid Labanasem-Kabat-Banyuwangi

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ABSTRACT

The objective of this research is to Investigate whether there is any the correlation between Vocabulary Learning Strategies and Vocabulary Mastery of eighth-grade students in junior high school Nurut Tauhid Labanasem-Kabat-Banyuwangi. In this research, the researcher used five vocabulary strategies including Metacognitive strategies, Cognitive strategies, Memory strategies, social strategies, and Affective strategies. For vocabulary mastery, it is grouped into four categories, namely Noun, Adjective, Verb, and Adverb. The results of the study showed that the coefficient r value of the calculation was 0.697 and the r of the table with N=15-2 sig 0.05 was 0.514 which showed that the coefficient r value was greater than the r of the table (0.697>0.514). Thus, it can be concluded that there is a correlation between vocabulary learning strategies and vocabulary mastery in 2nd-grade students of the junior high school of Labanasem Kabat Banyuwangi.

Keywords: Vocabulary; Learning; Strategies; Students; Mastery

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INTRODUCTION

Vocabulary mastery is a key foundation in language skills. Vocabulary mastery could be one of the factors influencing students' English-speaking ability (Putri & Refnaldi, 2020). The broader and more precise a person's vocabulary, the more able they are to express ideas and thoughts effectively. Vocabulary is not just a collection of words, but the main key to expressing ideas clearly. Someone good at processing vocabulary reflects a level of clarity in communication. Thus, vocabulary mastery allows students to express themselves more accurately.

The use of appropriate vocabulary plays a very important role in one's communication skills. The students' limited number of vocabulary may affect their speaking ability (Putri & Refnaldi, 2020). Students who have a rich vocabulary are essential for communicating with different cultures and backgrounds. By having a rich vocabulary, students can construct more diverse and interesting sentences. In addition, with a rich vocabulary, students also avoid word usage errors that make communication monotonous and uninteresting.

The mastery and understanding of a wide vocabulary will not only improve students' ability to communicate ideas and information effectively but also enrich students' expression and speaking style. By having and mastering adequate English vocabulary, students will find it easier to master the four language skills (Wati & Oka, 2021). In the academic world, vocabulary skills can enhance students' positive impressions and competence. The words are used frequently in formal and informal situations (Agustianti, 2021). Through reading, writing, and speaking activities, one can naturally expand their vocabulary and also create an effective learning environment. Vocabulary mastery is not just the end goal of vocabulary learning, but an ongoing process that supports academic success and critical thinking skills. These skills also support the ability to convey ideas effectively in a variety of communication situations. Ongoing efforts in developed vocabulary become an integral part of learning and everyday life. Without adequate vocabulary, a student will have difficulty in achieving language competence as expected (Dewati, 2020).

Vocabulary Learning Strategies are methods or techniques used to expand students' vocabulary understanding. Effective strategies involve the use of real contexts as well as planned repetition (Agustianti, 2021). Frequent repetition strategies used in learning can improve students' vocabulary acquisition. Students can deepen their understanding of vocabulary by writing down new words and their definitions. Understanding students' learning styles and learning goals will create a vocabulary-rich environment, and language learning can become more interesting and interactive.

Nurut Tauhid Junior High School is a newly established educational unit in 2021 and was officially authorized by the agency in 2023, Nurut Tauhid Junior High School is located in labanasem village, Kabat sub-district, and is located in an Islamic boarding school under the auspices of the Nurut Tauhid foundation and not far from the city. Nurut Tauhid Junior High School currently has three study groups, namely grade seven, grade eight, and grade nine. The language ability of each study group is very different. for the ability of eighth-grade junior high school students themselves is still very minimal in understanding English and also in mastering the vocabulary. In addition, because the boarding school environment is accustomed to a learning approach that emphasizes religious values and extracurricular activities that focus on character and leadership development, this is one of the factors that students must adapt more to formal learning such as Mathematics, Indonesian, English, and Science and others.

Based on the Journal of English for Academi 2021, The lack of vocabulary knowledge is one problem that students in English study programs have in mastering English language skills (Agustianti, 2021). Many students experience limited vocabulary, especially in English. This can hinder students' ability to master and understand vocabulary. Factors such as lack of exposure, communicative practice, and daily opportunities cause students' vocabulary learning to be limited and difficult in vocabulary mastery. Based on the observation, it can be seen that so far the students' interest in participating in English learning is still lacking in vocabulary mastery, thus affecting the level of mastery of English vocabulary (Dewati, 2020).

To overcome the above problems, several solutions can be proposed. First, increasing interaction with the language being learned through listening, reading, and

interacting with different types of texts, and second, practicing communicating in real situations such as courses, discussion groups, or speaking with native speakers online. Third, creating a habit of writing using new vocabulary to integrate it into everyday understanding, and fourth, choosing appropriate learning strategies to develop vocabulary mastery. With these solutions, students are expected to overcome vocabulary limitations and develop strong vocabulary mastery. In addition, using this technique or strategy is expected to improve students' ability to master English vocabulary (Wati & Oka, 2021).

RESEARCH METHOD

This research employed a correlational research design with a quantitative approach. The quantitative method was used because the data were presented in numerical form and analyzed using statistical techniques (Sugiyono, 2019). The study aimed to examine the relationship between vocabulary learning strategies and vocabulary mastery of the eighth-grade students at SMP Nurut Tauhid Labanasem, Kabat, Banyuwangi. The research was conducted at SMP Nurut Tauhid, a relatively new school located in the Nurut Tauhid Islamic boarding school area in Labanasem Village, Kabat District, Banyuwangi Regency. This school was selected because it was relevant to the research problem investigated by the researcher.

The respondents were 15 eighth-grade students in the 2023/2024 academic year, selected using purposive sampling because their vocabulary mastery was considered relatively limited. Data were collected using two instruments: a questionnaire and a vocabulary test. The questionnaire was adapted from Schmitt's vocabulary learning strategies as used in Agustianti (2021) and consisted of 20 statements covering five strategy categories: affective, social, memory, cognitive, and metacognitive. The responses were measured using a Likert scale ranging from always (5) to never (1). The vocabulary test consisted of 20 multiple-choice questions with four options (a, b, c, d) designed to measure students' mastery of vocabulary, including verbs, nouns, adjectives, and adverbs. The collected quantitative data were then analyzed using the Product Moment correlation formula to determine whether there was a significant relationship between vocabulary learning strategies and students' vocabulary mastery.

RESULT AND DISCUSSION

The results of this study aim to determine the correlation between vocabulary learning strategies and vocabulary mastery of eighth-grade students at SMP Nurut Tauhid Labanasem, Kabat, Banyuwangi. Vocabulary mastery is an important component that influences students' abilities in reading, writing, speaking, and listening. The research results were obtained from three sources: the questionnaire, the vocabulary test, and the correlation ("r") analysis.

The questionnaire results showed that students used several vocabulary learning strategies with different frequencies. The affective strategy was the most frequently used strategy in the "always" category with a percentage of 20.4%, followed by the social strategy in the "often" category with 20.2%. The metacognitive strategy was used "sometimes" by students with 20.1%, while the memory strategy was "rarely" used with 19.9%, and the cognitive strategy had the lowest percentage with 19.2%.

Meanwhile, the vocabulary test consisting of 20 multiple-choice questions showed that one student obtained the highest score (17 correct answers) and two students obtained the lowest score (13 correct answers). The average score of all respondents was 15.06, indicating that most students had a fairly good level of vocabulary mastery, although some still needed improvement.

Furthermore, the correlation analysis using the Product Moment formula showed that the r -value was 0.697, which was higher than the r -table value of 0.514 at a significance level of 0.05 with $N = 15$. This result indicates that the calculated r -value is greater than the r -table value, meaning that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be concluded that there is a significant correlation between vocabulary learning strategies and vocabulary mastery among the eighth-grade students of SMP Nurut Tauhid Labanasem, Kabat, Banyuwangi.

The purpose of this study is to investigate whether there is any correlation between vocabulary learning strategies and vocabulary mastery of the 2nd-grade students of junior high school Nurut Tauhid Labanasem- Kabat – Banyuwangi. Based on the results of the analysis, shows that the value of the coefficient “ r ” is 0.697 while the r table is 0.514, which means that the r calculation is greater than the r table ($0.697 > 0.514$). Based on these results, the null hypothesis (H_o) which states that there is no significant correlation between vocabulary learning strategies and vocabulary mastery is rejected. On the other hand, the alternative hypothesis (H_a) is accepted, which indicates there is a correlation between vocabulary learning strategies and vocabulary mastery of the 2nd-grade students of junior high school Nurut Tauhid Labanasem- Kabat – Banyuwangi. Thus, it can be concluded that the more effective the vocabulary learning strategy used, the higher the vocabulary mastery achieved by students.

In connection with these findings with previous research, researchers found that vocabulary learning strategies can affect vocabulary mastery. In accordance with the previous study, the correlation coefficient value was 0.813. It is on a scale of 0.00 – 1.00. This means that the correlation between students' vocabulary learning strategies and the level of vocabulary mastery of second-year students is categorized as a high correlation (Agustianti, 2021). This research will help students to understand the correlation between the use of strategies in learning new vocabulary to increase the level of vocabulary mastery (Agustianti, 2021). Moreover, (Tarbiyah, 2015) It proves that after using the vocabulary teaching strategies applied by teachers to students, they show good results and can improve students' vocabulary knowledge better.

Vocabulary is a collection of words used in a language to convey meaning, communicate, and construct sentences. Vocabulary is an integral part of the four language skills (Susanto, 2019). vocabulary is very important for learning English (Afini, 2023). One can master all four aspects of language, reading, writing, and listening developing a strong L2 vocabulary (Afini, 2023).

Thornbury states that words in English are divided into eight different word classes. They are nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners. various types of words, ranging from nouns,

adjectives, and verbs, to adverbs, which together form the richness of words in a language.

One of the Vocabulary consists of words that represent objects or concepts in the real world, these words form part of the vocabulary referred to as nouns. Ruth (2005:) also states a noun is a word that gives a name to something, a thing person, a place, or even a feeling or state of mind. For example; man, conference, books, work, coffee, Saturday, Jessica, office, girl, boy, bed, and others. Next words that describe the nature or characteristics of an object, for example, "large", "small", "bright", or "dark", which are part of the vocabulary are called adjectives. Huddleston & Pullum (2005: 112) states that adjectives are words that usually indicate the nature of things, people, places, and others.

A verb is a word that expresses actions, events, processes, activities, and so on (Muhammadiyah, 2019). Verbs are vocabulary words that describe actions or activities, such as "eating", "running", or "learning", These verbs give dynamics to sentences and allow speakers of the language to convey information about activities that are or have been performed. The fourth vocabulary, namely adverbs, Altenberg & Vago (2010: 103) states that adverbs provide additional information about actions in a sentence, adjectives, and other adverbs. For example, I live here. In addition, adverbs such as "quickly", "slowly", or "happily" are important parts of the vocabulary that give extra nuance or detail to sentences.

Vocabulary learning strategies are techniques or methods that students use to acquire and retain new words. Vocabulary learning strategies refer to a deliberate and systematic approach that individuals apply to improve the acquisition and retention of new words. According to Nation (2001), the role of vocabulary learning strategies has an important role in learning vocabulary knowledge (Agustianti, 2021).

Effective vocabulary learning strategies empower individuals to explore the complexities of language mastery. Students who utilize learning strategies are seen as good language learners, hence the use of strategies in language learning also affects students' capacity to learn effectively (Afini, 2023). The techniques involve not only memorization, but also emphasize the importance of context, repetition, and active engagement with language. By incorporating various strategies tailored to personal learning styles, students can optimize their vocabulary acquisition, ultimately improving their language proficiency and vocabulary mastery.

Some types of vocabulary learning strategies in English involve the use of dictionaries, associations of words with pictures, and use in the context of sentences. These methods can be active such as repeating words or passive such as reading regularly. Oxford classifies vocabulary learning strategies into direct and indirect learning strategies. These two classifications are categorized into cognitive, metacognitive, memory, compensatory, affective, and social strategies (Agustianti, 2021). Meanwhile, Schmitt distinguishes vocabulary learning strategies into several aspects. First, determination strategies are used by individuals to find the meaning of a new word without the help of other people's expertise. Second, social strategies are strategies used in interaction with others to improve language learning. Third, memory strategy is a strategy that connects the word to be remembered with some previously learned knowledge. Fourth, cognitive strategies are strategies that show

the general function of manipulation or transformation of the target language by the learner. Fifth, metacognitive strategies are strategies that involve a conscious overview of the learning process and decision-making about planning, monitoring, or evaluating the best way to learn (Agustianti, 2021).

The students may use the same and different vocabulary learning strategies (Agustianti, 2021). One vocabulary learning strategy that is very often encountered is the Metacognitive Strategy, Metacognitive Strategy is a strategy that involves planning, monitoring, and evaluating the learning process itself. Examples include setting goals, self-assessment, and using memory aids. Metacognitive strategies refer to a person's ability to understand, manage, and control his or her own thought processes. Meta-cognition involves understanding how we think, understanding the strategies used in problem-solving, as well as awareness of the cognitive processes themselves.

The second Cognitive Strategy, Cognitive Strategy is a Strategy that is directly involved with the mental process of learning. Repetition, visualization, and making associations are commonly used cognitive strategies for vocabulary acquisition. Cognitive strategies refer to the way individuals mentally process information to solve problems, remember, and make decisions. It involves the use of a variety of techniques or approaches to improve understanding and cognitive performance.

The third vocabulary learning strategy is Social Strategy Social Strategy is a Strategy that involves interaction with others to improve vocabulary learning. This includes discussions, collaborative learning, and seeking feedback from friends or teachers. Social strategy refers to the way individuals interact, communicate, and collaborate with others in order to achieve a common goal or solve a problem. It involves an understanding of social dynamics, communication skills, and collaboration skills.

Furthermore, the fourth type of learning strategy is the Memory Strategy, the Memory Strategy is a strategy that focuses on increasing memory retention. Mnemonics, groupings, and creating associations with already existing knowledge fall into this category. Memory strategies are certain ways or techniques used by individuals to improve their ability to remember and retain information.

And for the last learning strategy Affective Strategy, the Affective Strategy is a strategy related to the emotional aspect of learning. A positive attitude, motivation, and managing anxiety contribute to the acquisition of an effective vocabulary. Affective strategies are concerned with the way individuals manage and regulate their own emotional or feeling aspects in the process of learning, thinking, and social interaction. These strategies include understanding and managing emotions to improve performance, mental well-being, and personal success.

In language learning, vocabulary mastery is one of the main pillars that support comprehensive language proficiency. Vocabulary learning strategies play a very important role in expanding and enriching one's inventory of words. By adopting a variety of effective strategies, one can improve their ability to use language appropriately and variably.

One of the main benefits of vocabulary learning strategies is improved comprehension and retention. Various strategies, such as the use of flashcards,

repetition, and words grouping, help strengthen the memory of the vocabulary learned. The easiest strategy people naturally use is to repeat a new word until they can understand them (Handoko, 2019). With a structured and repetitive approach, one can deepen their understanding of the meaning and use of new words. In addition, the use of relevant and varied contexts also helps in clarifying the meaning of the words, thus facilitating their recall and use in appropriate situations.

Vocabulary learning strategies also significantly improve a person's communication skills. By expanding their inventory of words, a person can express themselves more precisely, clearly, and variably. The use of a rich vocabulary enriches communication and allows one to adapt to various communication contexts. Moreover, a deeper understanding of vocabulary also strengthens one's ability to comprehend more complex texts and engage in more in-depth discussions in various contexts. Context implies knowing the type of reading, the person who wrote the text and the people to whom it was read, and the circumstances surrounding the word (Astutik, 2022).

The level of vocabulary mastery and language proficiency in junior high school students refers to the level of fluency in understanding, using, and applying vocabulary in various communication contexts. Because the ability to vocabulary mastery is the basis for learning a language (Wati & Oka, 2021). Junior high school students' understanding of word meanings, ability to recall and use vocabulary appropriately in speaking, writing, reading, and listening, and ability to expand and enrich their vocabulary over time. Language skills include aspects such as grammar, and intonation, as well as understanding the context of communication that can affect students' communication effectiveness.

Vocabulary refers to the collection of words that students have and understand in a particular language. The ability to use a variety of words appropriately and creatively not only enriches verbal expression but also reflects the level of intelligence and education a rich vocabulary allows one to convey ideas and notions more clearly and effectively. considering that the ability to master vocabulary is very necessary in learning English (Sucandra, 2022). By having a variety of words, one can choose the most appropriate word to describe his or her thoughts or feelings. This allows students to improve their communication skills so that others can easily understand the message they want to convey without any confusion or ambiguity. Vocabulary mastery is closely related to reading and writing skills. Students who have an extensive vocabulary tend to be better able to understand complex texts and express their ideas more effectively in writing. Students who have good vocabulary mastery will not only improve literacy skills but will also help in the development of analytical and critical thinking skills.

Vocabulary mastery also has a positive impact on students' ability to learn a foreign language, in this case English. When people are familiar with understanding and using a variety of words in their native language, they tend to understand and adopt English vocabulary more easily. English proficiency is important because this ability has an academic influence (Wati & Oka, 2021). This accelerates students' new language learning process and improves their cross-cultural communication skills. Furthermore, the positive impact of having a good vocabulary can increase students'

confidence in speaking in various situations. Students who feel comfortable with a variety of words will be more confident when speaking in public or participating in discussions. This can help students create good social relationships and open doors of opportunity in various aspects of life, including career and education.

CONCLUSION

Based on the analysis of the data of the research results, it can be concluded that there is a correlation between vocabulary learning strategies and vocabulary mastery of 2nd grade students of Nurut Tauhid Labanasem Junior High School, Banyuwangi. Based on the results of the analysis, it shows that the value of the coefficient "r" is 0.697 while the r table is 0.514, which means that the value of the "r" coefficient is greater than that of the r table ($0.697 > 0.514$). Based on these results, an alternative hypothesis (H_a) was accepted, which showed that there was a correlation between vocabulary learning strategies and vocabulary mastery of 2nd grade students of Nurut Tauhid Labanasem Junior High School – Kabat – Banyuwangi.

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