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STRATEGI PEMBELAJARAN SISWA DALAM MEMPERKAYA KOSAKATA: JURUSAN IPA DAN IPS SMA

Students' Learning Strategy In Enriching Vocabulary: Natural Science And Social Science Department At Senior High School

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan Strategi Pembelajaran Kosakata Bahasa Inggris (VLS) dan untuk menemukan strategi yang paling sering digunakan oleh mahasiswa Program Ilmu Pengetahuan Alam (IPA) dan Ilmu Pengetahuan Sosial (IPS). Dalam penelitian ini peneliti menggunakan metode kuantitatif, dimana data dikumpulkan dengan menggunakan prosedur survei kuesioner. Populasi penelitian ini adalah siswa kelas XI baik Program Ilmu Pengetahuan Alam (IPA) maupun Ilmu Pengetahuan Sosial (IPS) yang berjumlah 180 siswa IPA dan 140 Siswa IPs yang terdiri dari lima kelas Program IPA dan empat kelas Program IPS. Sampel diambil dengan cara acak (Random sampling) dengan persentase IPA 10% dan IPS 10% sehingga total sample IPA 18 siswa dan IPS 14 siswa yang di ambil sebagai sample. Hasil penelitian menunjukkan bahwa jenis strategi yang paling dominan digunakan oleh siswa jurusan IPA adalah Strategi Metakognitif (83,02%) dan strategi yang paling jarang digunakan adalah Strategi Memori: Encoding (58,98%). Di sisi lain siswa Program IPS paling banyak menggunakan Strategi Kamus (82,65%) dan Strategi Aktivasi (48,93%) sebagai strategi yang paling sedikit digunakan.

Kata Kunci:
Kosakata,
Strategi Pembelajaran Kosakata,
Ilmu Pengetahuan Alam (IPA),
Ilmu Pengetahuan Sosial (IPS)

Keywords:
Vocabulary,
Vocabulary Learning Strategy,
Natural Sciences (IPA),
Social Sciences (IPS)

Abstract

This research aims to describe English Vocabulary Learning Strategies (VLS) and to find the strategies most frequently used by Natural Sciences (IPA) and Social Sciences (IPS) students. In this research, researchers used quantitative methods, where data was collected using questionnaire survey procedures. The population of this research was class The sample was taken randomly (Random sampling) with a science percentage of 10% and social studies 10% so that a total sample of 18 science students and 14 social studies students were taken as samples. The research results show that the most dominant type of strategy used by students majoring in science is Metacognitive Strategy (83.02%) and the least frequently used strategy is Memory Strategy: Encoding (58.98%). On the other hand, students in the Social Sciences Program mostly used the Dictionary Strategy (82.65%) and the Activation Strategy (48.93%) was the least used strategy.

INTRODUCTION

Vocabulary is an important thing in learning a foreign language; learners cannot master the language without learning vocabulary first since it is the words of a language. It is supported by Afzal (2019), Vocabulary serves as the foundation for language abilities such as listening, speaking, reading, and writing. It is difficult to achieve any level of language fluency without first acquiring the vocabulary. Students will get their success in mastering English if they have some number of vocabularies. If students have some number of vocabularies, they will easily express their emotions, ideas, and expression. They will be able to make a sentence to build some kinds of texts in English. On the other hand, the students with a limited vocabulary also read slowly because they do not comprehend many terms or must stop reading to look up the words in a dictionary.

In enriching vocabulary, the students have various strategies. They learn based on their enjoyment of its learning process. Learning strategies in vocabulary are different among students. The strategies will influence their English achievement. Students who have a good strategy for learning vocabulary can understand about what they have learned easier because some aspects

of English learning need vocabulary to understand the meaning. Evangelin Arulselvi (2016), explained that Learning Strategy Training is based on problems the students encounter in the process of learning the target language . Then vocabulary learning strategies are intended mental strategies that language learners employ to enhance vocabulary learning and easily retrieve new words. Language learners attempt several ways to use different vocabulary learning strategies. It is impossible for learners to memorize all the words in any language, and they cannot master the vocabulary of the target language. As a result, they need to use the techniques mentioned before at different stages of learning in order to advance their vocabulary acquisition and remember these vocabulary items. Moreover, vocabulary learning strategies vary from one learner to another in terms of different variables such as age, gender, and language proficiency level.

Based on the explanation above, the researcher knows that the students of IPA and IPS applied strategies in learning vocabulary. Therefore, the researcher is interested to find out vocabulary learning strategies applied by the students and also the most frequently applied strategies. In this research, the researcher will adapt vocabulary learning strategies and classify by Gu taxonomy (2018).

At this point, an issue emerges in relation to Natural Sciences and Social Sciences or Program in Senior High School. When it comes to how they apply learning techniques in learning, Natural Sciences and Social Sciences students are often differentiated. Especially in Senior High School. It is often assumed that the differences between the learning strategies of Natural Sciences and Social Sciences Program students in mastering English are frequently found. Senior High School has a Science and Social Curriculum of 5 Natural Sciences and 4 Social Sciences classes at senior high school 1 south solok, so many people believe that Natural Sciences and Social Sciences students have a big difference in battling for a grade or applying what they have learned, each individual has a different learning style or learning strategy, and that Natural Sciences and Social Sciences students have different learning outcomes. Other problems encountered here are basically that we know students should be able to communicate in English with 1000 vocabulary mastery for Junior High School and 2500 vocabulary for Senior High School level (Syahruddin, 2019). What we have learned thus far at the Senior High School level in three years of studying English subjects for English lessons at school, but we frequently meet many students who are unable to use the language for communication purposes. Similarly, some studies say mastery of English vocabulary for Senior High School graduates who enter college. It turns out that the average memorization of vocabulary is only 1000 vocabulary or less. This is the result that should have been obtained by Senior High School graduates when they graduated from Senior High School.

Based on the researcher observations at senior high school 1 South Solok, there were differences in the ability to learning english between natural science and social science leaners, which were closely linked to the learning styles and self-motivation of students majoring in natural sciences and students majoring in social studies. When studying in class, science students understand the subject matter better as indicated by the interaction of questions and answers between students and teachers in English. In terms of learning styles, science students are focused on listening to the teacher's explanation. then in terms of grades, the majority of science students have quite satisfactory grades in English. it can be seen from the value of assignments, and the results of student exams. On the other hand, when studying in class, in terms of learning styles IPS students prefer to learn with action, for example by learning English or memorizing vocabulary through a song or game and so on. However, when

viewed from the learning outcomes, most IPS students have a fairly low English score. it can be seen from the value of assignments, and the results of student exams. Thus, many teachers complain about the results of their students teaching English because of the lack of vocabulary. Firstly, forgetting words rapidly. Remembering English words as a foreign language is not easy. When learning occurs, many students do not understand the contents of the English text in the textbook, making it difficult to interpret the questions asked in the book, and only a few students understand the text in the book.

Based on these considerations, this research would be carried out in order to make some findings that several vocabulary learning strategies can help students learn better, become references as materials to achieve satisfying learning outcomes or satisfying grades, and demonstrate how the learning strategies employed by students form two distinct classes in learning English vocabulary. So the need for learning strategies of students who are very important in the learning process, which is a way to obtain grades or academic achievement that is quite good, even very satisfying.

METHODOLOGY

Dalam penelitian ini peneliti menggunakan metode kuantitatif, dimana data dikumpulkan dengan menggunakan prosedur survei kuesioner. Populasi penelitian ini adalah siswa kelas XI baik Program Ilmu Pengetahuan Alam (IPA) maupun Ilmu Pengetahuan Sosial (IPS) yang berjumlah 180 siswa IPA dan 140 Siswa IPs yang terdiri dari lima kelas Program IPA dan empat kelas Program IPS. Sampel diambil dengan cara acak (Random sampling) dengan persentase IPA 10% dan IPS 10% sehingga total sample IPA 18 siswa dan IPS 14 siswa yang di ambil sebagai sample.

RESULT AND DISCUSSION

A. Data Description

In this part, the researcher described the data description about students' learning strategy in enriching vocabulary: Natural science and Social science department at senior high school. Besides, the participants were Natural science and Social science students in class XI at SMA N 1 Solok Selatan. The researcher got the data throught survey to collect the data. Questionnaires were filled by students during the survey process in the classroom. This questionnaire consist of 52 statements, which developed by Yonggi Gu into six classifications of vocabulary learning strategy. They are metacognitve, guessing, note taking, dictionary, memory (rehearsal, encoding), and activation. Each of statements was given five optional answers: strongly agree, agree, netral, disagree, and strongly disagree. Then, the range score of each optional started from 5,4,3,2, and 1.

B. Data Description

The purpose of this research was to know what are students' learning strategy in enriching vocabulary IPA and IPA at SMAN 1 Solok Selatan. The researcher analysed the data that have been got trough questionnaire by Yonggi Gu. This questionnaire consist of 52 statements. Then, each statements was calculated by using the formula from Riduwan 2009. Then interpretation score of this study as follow:

Table 3.4 Criteria of interpretation Score

Percetage	Criteria
81%-100%	Very High
61%-80%	High
41%-60%	Moderate
21%-40%	Low
0%-20%	Very Low

To make this research easily understood, the researcher explained into parts, vocabulary learning

strategies used by natural science students and social science student.

Through this research, the researcher wanted to answer research questions are: "What are the most dominant English Vocabulary Learning Strategies used by students of IPA and IPS Program at Senior High School and How are the learning strategies used by students of IPA and IPS Program at Senior High School?" Then, the explanation about the data analysis could be seen as follow:

1) Vocabulary Learning Strategies Used by Eleventh Grade Students of IPA .

Based on the theory from Yonggi Gu (2018), there are six vocabulary strategies like: metacognitve, guessing, note taking, dictionary, memory (rehearsal, encoding), and activation.

2) Vocabulary Learning Strategies Used by Eleventh Grade Students of IPS

a. Metacognitive Strategy

Learners can enhance access to input and make the decision to study the best approaches by using metacognitive strategy. This strategy is categorized into 2 sets such as selective attention and self-initation. This strategy consists of 7 items which start from number A1-A7.

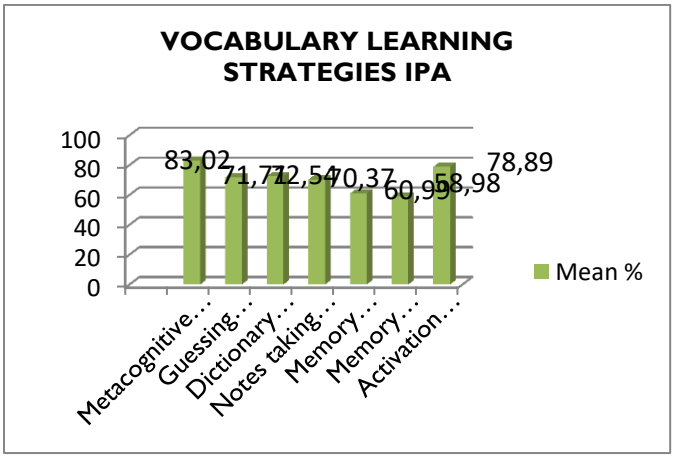
C. Finding

This research was done by the researcher due to find the answers of research questions which were developed by the researcher in the previous chapter. There were two research questions here: What are the most dominant English Vocabulary Learning Strategies used by students of IPA and IPS Program at Senior High School and How are the learning strategies used by students of IPA and IPS Program at Senior High School?. Thus, the finding of this research can be found in the following explanation:

1) The most dominant English vocabulary Learning Strategies used by students' IPA and IPS program.

As can be observed, students in the IPA and IPS Programs have different approaches to adopting their respective techniques for vocabulary learning strategies achievement, which are as follows:

Figure 4A The most dominant English vocabulary Learning Strategies used by students' IPA program



Based on the result of data analysis to determine what vocabulary learning strategies are survey study most frequently used by IPA at SMA N 1 Solok Selatan when learning English. This study aimed to answer this research question, a questionnaire was administered was conducted

research concluded that the highest level category was found in Metacognitive Strategy.

As Gu (2017), "Metacognitive Strategies help learners to regulate their own cognition and focus in addition to planning and evaluating their progress". By using Metacognitive Strategies, learners are expected to be able to control their own learning (Rahmani, 2023). On the other hand, this data analysis yielded an observation which proved that the students of this research used metacognitive strategies in their vocabulary learning process. As found in this research, it showed that the Metacognitive Strategy is mostly used employed by the IPA Program at SMAN 1 Solok Selatan. It enables the learner to manipulate the language material in direct ways. The second highest is Activation Strategy, followed by Dictionary Strategy, Guessing Strategy, Notes-Taking Strategy, Memory: Rehearsal Strategy and the least frequently used strategies are Memory: Encoding Strategy.

D. Interpretation

From the research finding above, the researcher has interpretation about students' learning strategy in enriching vocabulary natural science and social science department. The preference of vocabulary learning strategy used by natural science and social science students intended into six classifications such as: are metacognitve, activation, dictionary, guessing, note taking, memory (rehearsal,and encoding).From all percentage of classification vocabulary learning strategy used by natural science and social science students, it indicates the most dominat strategy used by natural science is Metacognitve stratey. It can be interpreted that students who has characteristics independently can set their learning from organizing, arranging, and evaluating their own learning which means they skilful in manage their learning so by using metacognitive strategies they will be able to control their learning. As Hadi et al., (2020) stated, Metacognitive strategies are essential strategies for leaners because they help them to understand and control their own performances. Therefore, these strategies guide learners toward their own learning. Overall, these strategies help learners in generating ways of learning and evaluation.

Furthermore, the language learning strategies used by social science students from the results of this research identified by research dictionary, guessing, notes taking, memory(rehearsal, encoding), metacognitve and activation. The most dominant strategy used by social science is dictionary strategy. From the items which was ticked by natural science students interpreted that social science students almost use dictionaries in looking for new words or words that are important to understand in a text book or in a paragraph. This demonstrates the significance of a dictionary as a tool for IPS learners to acquire vocabulary. Therefore, learners must be encouraged

to make essential use of the dictionary in order to facilitate vocabulary learning.

Goundar (2019), embraces the 'idea that developing students' vocabulary knowledge should be a major goal in each academic discipline'. In addition, it has been suggested by Gu (2010) that 'there should be a steady study of vocabulary within a reading improvement program'. As highlighted in Table 5.3, the data revealed that the learners acquired their vocabulary through reading and looking up to examples of new words in a text or pragraph. It is therefore recommended that educators introduce a variety of English reading materials in the class.

CONCLUSION

As far the classification of strategies was concerned, this research seemed to support Yonggi Gu's vocabulary learning strategies. The present research was classified into two parts. The first set of analysis examined the students' strategies of learning vocabulary. The second part was the investigation the dominant strategy used by students at SMAN 1 Solok Selatan. Returning to the research question posed at the beginning of this research, it is now clear that this research had discovered the student's strategies in learning vocabulary. The most obvious finding to emerge from this research was that there were seven types of strategies which were used in learning vocabulary. The strategies included metacognitive strategies, guessing strategies, dictionary strategies, notes-taking strategies, memory: rehearsal strategies, memory: encoding strategies and activation strategies. Metacognitive strategies were the dominant strategy used by 11th grade students of IPA program at SMAN 1 Solok Selatan. While as found in this research, it showed that the Dictionary Strategy is mostly used employed by the 11th grade students of IPS Program at SMAN 1 Solok Selatan, students in this period act timidly and study independently.

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