

SKRIPSI



**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MURIA KUDUS
2021**



**THE STUDENTS' STRATEGIES IN LEARNING VOCABULARY
IN SD 7 CENDONO DAWE KUDUS**

SKRIPSI

**Presented to the University of Muria Kudus in Partial Fulfillment of the
Requirements for Completing the Sarjana Program in English Education**

BY:

NILAM WAHYU SAVIRA

NIM 201632047

ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

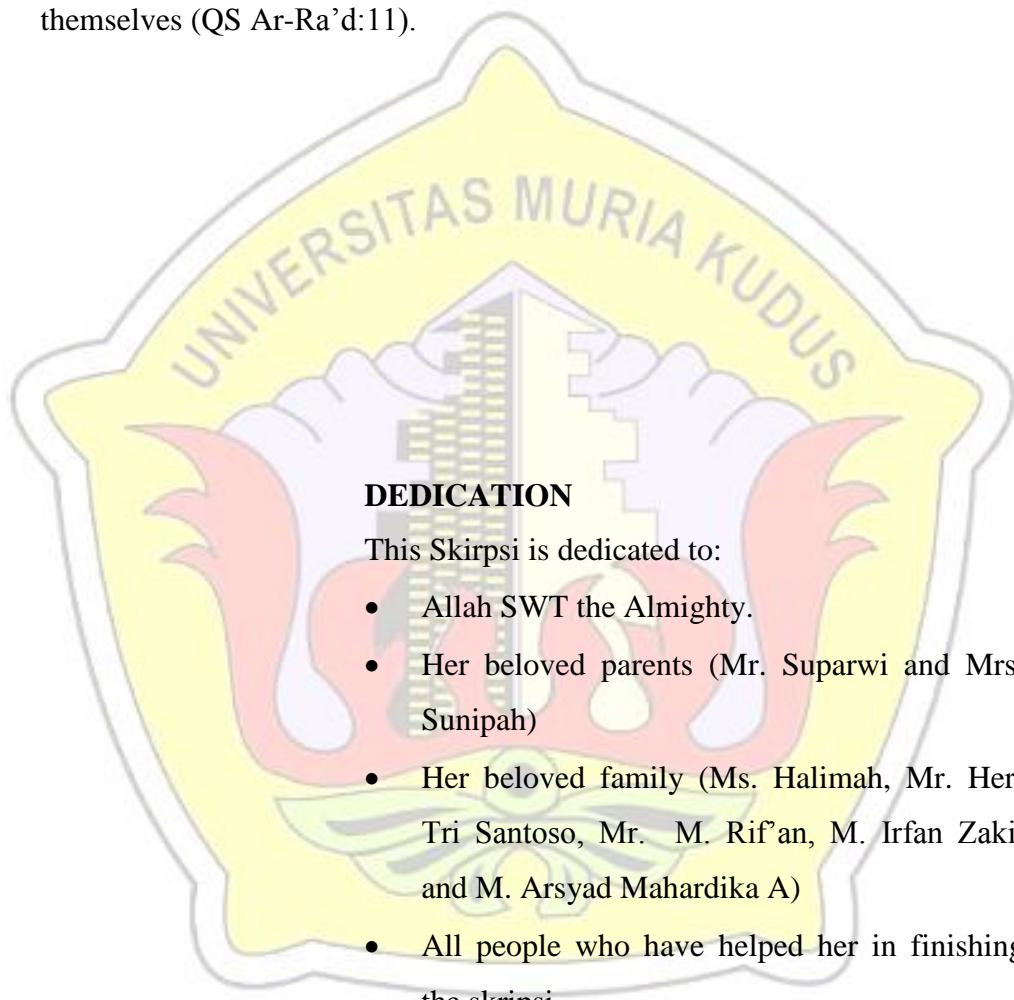
UNIVERSITAS MURIA KUDUS

2021

MOTTO AND DEDICATION

MOTTO:

- Always try, struggle and pray. Because there are people who must be happy, there are self that must be pleased, and there are dreams that must be achieved.
- Indeed, Allah will not change the fate of a people until they change themselves (QS Ar-Ra'd:11).



ADVISOR' APPROVAL

This is to certify that the *Skripsi* of Nilam Wahyu Savira (201632047) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

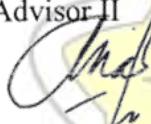
Kudus, November 2020

Advisor I


Dr. Dra. Sri Endang Kusmaryati, M.Pd
NIDN. 0631036102

Kudus, November 2020

Advisor II


Rusiana, S.Pd, M.Pd.
NIDN. 0611118301

Acknowledged by

Head of English Education Department
The Faculty of Teacher Training and Education


Nuraeningsih, S.Pd., M.Pd.
NIDN. 0612077901

EXAMINERS' APPROVAL

This is to certify that the Skripsi of Nilam Wahyu Savira (201632047) has been approved by the Examining Committee as a requirement for the research.

Kudus, December 2nd, 2020

Examining Committee

Dr. Sri Endang Kusmarvati, M.Pd.
NIDN. 0631036102

,Chairperson/Member

Agung Dwi Nurcahyo, SS, M.Pd.
NIDN. 0607037804

,Member

Dr. Rismiyanto, SS, M.Pd.
NIDN. 0622067301

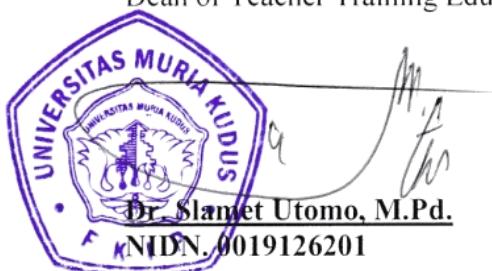
,Member

Drs. Suprihadi, M.Pd.
NIDN. 0016065701

,Member

Acknowledged by

Dean of Teacher Training Education



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At first, the writer would like to thankful to Allah, who has given a chance, health, guidance and extraordinary power to finish this research entitled “The Students’ Strategies in Learning Vocabulary in SD 7 Cendono Dawe Kudus in Academic Year 2020/2021”.

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Finally, the writer hopes that this *skripsi* will be useful especially for the next researcher and readers.

Kudus, 30th November 2020

Nilam Wahyu Savira

ABSTRACT

Savira, Nilam Wahyu. 2020. “*Students’ Strategies in Learning Vocabulary in Sd 7 Cendono Dawe Kudus*”. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Dr. Dra. Sri Endang Kusmaryati, M.Pd. (2) Rusiana, S.Pd, M.Pd.

Key Words: *Students’ Strategies, Learning Vocabulary, Student’s Problems*

Vocabulary is one of three key factors; there are pronunciation, vocabulary and grammar. It means learning English language students should know about vocabularies, because by knowing the words, students can understand the meaning. In learning vocabulary the students should have to strategy to understand the lesson, and to catch the material well. Learning Strategies are strategies of learning for students to make it easier, faster, and enjoyable in understanding the material. In learning strategies divided into two main classes; direct strategies include memory strategy, cognitive strategy, and compensation strategy. And indirect strategies include metacognitive strategy, affective strategy and social strategy. One single strategy cannot be used by all students even though the learning strategies are considered effective or efficient. The students will find problems in learning vocabulary when they do not implement the right strategy for themselves.

Based on the problem, the objective of the research are to find out the strategies and problems in learning vocabulary of the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021. This research is descriptive qualitative research. The researcher administer questionnaire and interview guideline in collecting the data.

The results of this study are all the learning strategies are used by the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021 those are metacognitive strategy (21.45), memory strategy (18.95), compensation strategy (15.47), social strategy (14.96), cognitive strategy (14.71) and the least used is affective strategy (14.46). And the dominant strategy that used by the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021 is metacognitive strategy (21.45). After that the most problems faced by the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021 are spelling, pronunciation, memorizing and meaning.

The researcher really hopes that this research can be useful for the students to choose or apply the right strategy in learning vocabulary and to solve their problem in learning vocabulary.

ABSTRAK

Savira, Nilam Wahyu. 2020. “*Strategi Siswa Dalam Pembelajaran Kosakata di Sd 7 Cendono Dawe Kudus*”. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Dra. Sri Endang Kusmaryati, M.Pd. (2) Rusiana, S.Pd, M.Pd.

Kata Kunci: *Strategi Siswa, Pembelajaran Kosakata, Masalah*

Kosakata adalah salah satu dari tiga faktor kunci; ada pengucapan, kosakata, dan tata bahasa. Artinya belajar bahasa Inggris siswa harus mengetahui tentang kosakata, karena dengan mengetahui kata-kata tersebut maka siswa dapat memahami artinya. Dalam pembelajaran kosakata siswa harus memiliki strategi untuk memahami pelajaran, dan menangkap materi dengan baik. Strategi Pembelajaran adalah strategi pembelajaran kepada siswa agar lebih mudah, cepat, dan menyenangkan dalam memahami materi. Dalam strategi pembelajaran dibagi menjadi dua kelas utama; strategi langsung meliputi strategi memori, strategi kognitif, dan strategi kompensasi. Dan strategi tidak langsung meliputi strategi metakognitif, strategi afektif dan strategi sosial. Satu strategi tunggal tidak dapat digunakan oleh semua siswa meskipun strategi pembelajaran tersebut dianggap efektif atau efisien. Siswa akan menemukan masalah dalam mempelajari kosakata jika mereka tidak menerapkan strategi yang tepat untuk dirinya sendiri.

Berdasarkan permasalahan tersebut, maka tujuan dari penelitian ini adalah untuk mengetahui strategi dan permasalahan dalam pembelajaran kosakata pada siswa kelas V SD 7 Cendono Dawe Kudus tahun pelajaran 2020/2021. Penelitian ini merupakan penelitian kualitatif deskriptif. Peneliti memberikan kuesioner dan pedoman wawancara dalam mengumpulkan data.

Hasil dari penelitian ini adalah semua strategi pembelajaran yang digunakan oleh siswa kelas V SD 7 Cendono Dawe Kudus tahun pelajaran 2020/2021 yaitu strategi metakognitif (21.45), strategi memori (18.95), strategi kompensasi (15.47), strategi sosial (14.96), strategi kognitif Strategi (14.71) dan yang paling sedikit digunakan adalah strategi afektif (14.46). Dan strategi dominan yang digunakan oleh siswa kelas V SD 7 Cendono Dawe Kudus tahun pelajaran 2020/2021 adalah strategi metakognitif (21.45). Setelah itu masalah yang paling banyak dihadapi siswa kelas V SD 7 Cendono Dawe Kudus tahun ajaran 2020/2021 adalah mengeja, pengucapan, menghafal dan makna.

Peneliti sangat berharap penelitian ini dapat bermanfaat bagi siswa untuk memilih atau menerapkan strategi yang tepat dalam pembelajaran kosakata dan untuk menyelesaikan permasalahan mereka dalam pembelajaran kosakata.

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