

**A NARRATIVE INQUIRY INTO STRATEGIES USED BY EFL
STUDENTS IN LEARNING VOCABULARY**

Skripsi

Presented to

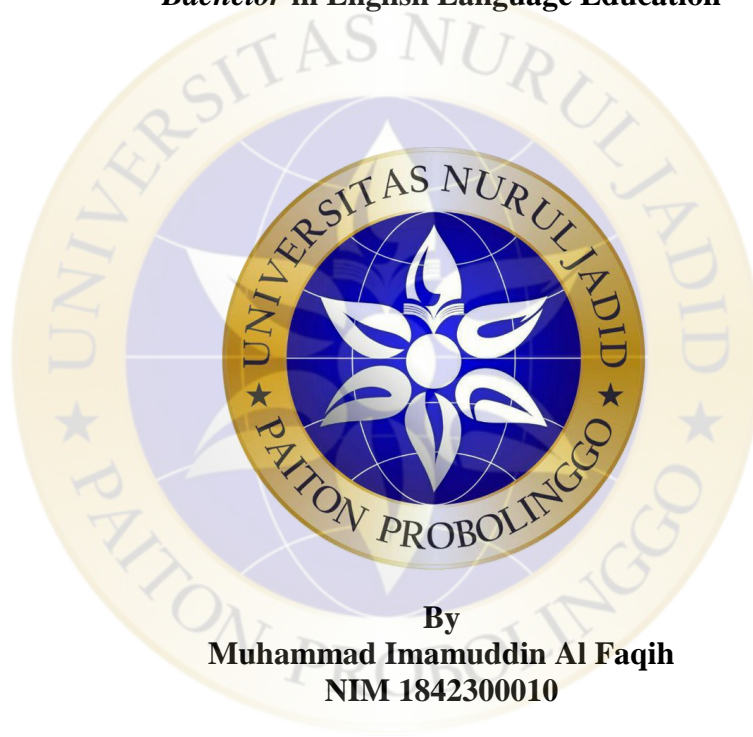
Undergraduate Program

English Education Program

Nurul Jadid University

in partial fulfillment of the requirements for the degree of

Bachelor in English Language Education



By

Muhammad Imamuddin Al Faqih

NIM 1842300010

**NURUL JADID UNIVERSITY
UNDERGRADUATE PROGRAM
ENGLISH EDUCATION PROGRAM
2022**

APPROVAL

This is to certify that the *Skripsi* of Muhammad Imamuddin Al Faqih has been approved by the board of Examiners on 12th July 2022

Probolinggo, 12th July 2022
Chairperson,

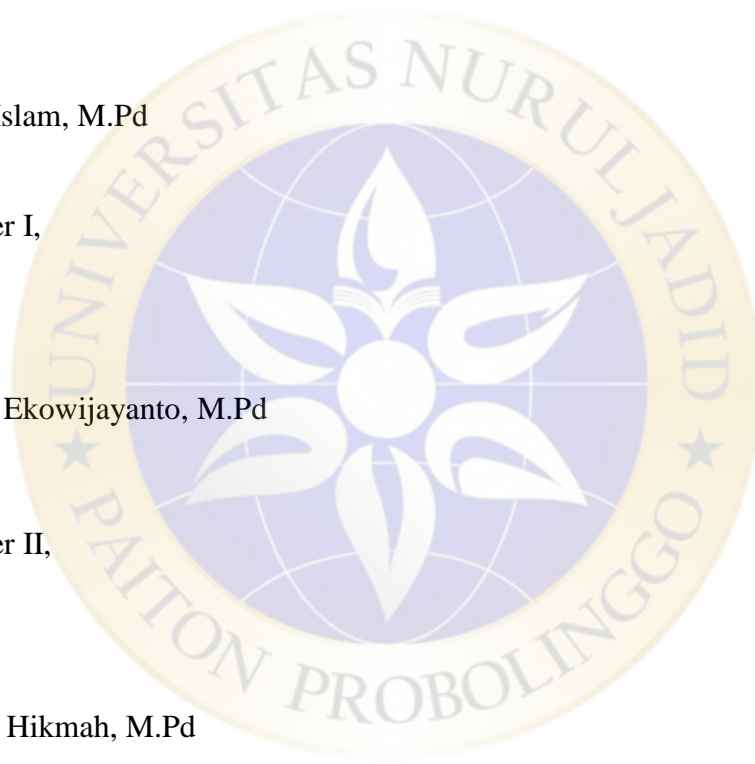
Syaiful Islam, M.Pd

Examiner I,

Mochlis Ekowijayanto, M.Pd

Examiner II,

Durratul Hikmah, M.Pd



Acknowledged by
Faculty of Social and Humanity
Nurul Jadid University
Dean,

Dr. Tirmidi, M. Pd.

MOTTO AND DEDICATION

“Beware of confining yourself to a particular belief and denying all else, for much good would elude you - indeed, the knowledge of reality would elude you. Be in yourself a matter for all forms of belief, for God is too vast and tremendous to be restricted to one belief rather than another.”¹

- Muhyiddin Ibn al-‘Arabi



This skripsi is dedicated to:

All human beings who are financially unable to pursue education.

¹From Fusus al-Hikam

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

Herewith, I :

Name : Muhammad Imamuddin Al Faqih
NPM : 1842300010
Major : English Education
Address : Jl. KH. Zaini Mun'im Karanganyar Paiton Probolinggo

Declare that :

1. This *skripsi* is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
2. If at a later time it is found that the *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Paiton, 12th July 2022

MUHAMMAD IMAMUDDIN AL FAQIH
NIM 1842300010

ABSTRACT

Al Faqih, Muhammad Imamuddin. 2022. *A Narrative Inquiry into Strategies Used by EFL Students in Learning Vocabulary.* Undergraduate Program Nurul Jadid University. Advisor (I) Syaiful Islam, M.Pd, Advisor (II) Bradhiansyah Tri Suryanto, M.Pd.

Keyword: Vocabulary, Learning Strategy, Narrative Inquiry, EFL Student.

For the last decade, experience has become a new object in the field of research. Specifically in this study, experience was used to find out the strategies used by the three EFL students in learning vocabulary and how these strategies were used to improve their vocabulary attainment. Strategy in learning a language is used to make it easier for students to improve their skills and learn the vocabulary used at the same time. Many studies on vocabulary learning strategies have been carried out. However, this research focuses on the students' lived experiences, either in the academic settings or its surrounding settings. Three Indonesian junior high school students participated in this study and shared the experiences of strategy in learning vocabulary from the early stage of education.

The purposes of this study are to explore and make sense of the experiences. The formulation of research problem were: 1. What are strategies used by the EFL students in learning vocabulary? 2. How are the strategies used to improve their vocabulary attainment? To conduct the study and understand the lived experiences of individual, a narrative inquiry was chosen as the research design, which was considered to be appropriate to explore the experiences. In selecting the participants, the researcher selected them by conducting observation. Interview in narrative frame was used to collect data from participants. To analyze and interpret participants' stories, the researcher organized the stories into chronological order, placed them in context, and drew several themes from the stories.

The results of the analysis show that the three students used several learning strategies proposed by Oxford (1990) to improve their vocabulary attainment. It was found that Student 1 often used cognitive strategy and metacognitive strategy and the least used compensation strategy and affective strategy, Student 2 also often used cognitive strategy and metacognitive strategy in the learning process but the strategy that Student 2 rarely used was affective strategy and social strategy. While Student 3 often used cognitive strategy and memory strategy and rarely used affective strategy and metacognitive strategy in her experience of learning English vocabulary. Several activities in implementing the strategies include direct strategy activities; creating mental linkages, applying images and sounds, employing action, these are application of memory strategy. In addition, the application of cognitive strategy includes practicing, analyzing and reasoning, and creating structures for input and output. Next

is the implementation of a compensation strategy which includes guessing intelligently and overcoming limitations. In implementing indirect strategy, students applied metacognitive strategy in the form of centering their learning, arranging and planning their learning and evaluating their learning. The next is the affective strategy in the form of encouraging themselves and taking their emotional temperature. The last one is asking questions and cooperating with others, which is the implementation of social strategy.



ACKNOWLEDGEMENT

Alhamdulillah, all praises be upon to Allah SWT, the most gracious, the most merciful and the lord of the universe, who always gives His blessing and guidance in every step of mine in completing this thesis, entitled “A Narrative Inquiry into Strategies Used by EFL Students in Learning Vocabulary”. Peace and prayers be upon to His final prophet, Muhammad PBUH who brought this beautiful teachings.

Along with the process of finishing this thesis, I would like to express my gratitude to my circle that always supports me in every process I experienced. My family, ‘Sapah Jih ??’ group and my friends; online friends or friends in real life, who always be there all this time. You have spent all of your time and energy to support me all the way. You gave me a better vision of tomorrow when it was dark around me.

In addition, I thank you very much to my advisors, Mr. Syaiful Islam, M.Pd. and Mr. Bradhiasyah Tri Suryanto, M.Pd. who gave me encouragement, feedback and critic to my thesis. Without your guidance, I could not complete my thesis on time. And also to Mr. M. Faruq Ubaidillah from Center for Scientific Publication, State University of Malang, thank you so much. I am sure, without your monitoring and assessment I would not do my thesis well. Moreover, I say thank you to the head master of MTs Negeri 1 Probolinggo, H. Muhammad As’adi, S.Ag., M.Pd. who had allowed me to conduct the research in the school especially in 8A, 8D, 8E grade. Also, I would like to thank the English teacher at MTs Negeri 1 Probolinggo, Mrs. Sulastri, S.Pd and the Administrative staff who have helped me in administrative services.

My gratitude is also to all my English lectures at English Education Department of UNUJA who had given me their time and knowledge as well as encouragement during my study in this university. Unforgettable to all my comrades in PBI A class, my lower and upper level of PBI in EDSION, Student Executive Board of Social and Humanities Faculty, The student Activity Unit of AWEC who had given me unforgettable moment during my study.

And to my tanjungisme family; Aai, Anis, Mustain who had spent their time to share and discuss with me about viral things, lesson, life, philosophy and others. I do not forget to say thanks to Kemdikbud and Muhammadiyah who had given financial support. I thank everyone that I cannot mention one by one, thank you very much for all your support.

I have gained a lot of valuable experience from the process of writing this thesis. I also realize that there were many parties who had helped me so that the preparation of this thesis run smoothly. Even so, I know, I am human being. I realize that this thesis is far from perfection and has a lot of shortcoming. Hence, I warmly welcome and appreciate many corrections, suggestions and critics. Finally I hope this thesis will be useful reference for further researchers.

The watermark is a circular logo of Universitas Probolinggo. It features a central white flower-like emblem with five petals on a purple background. The text "UNIVERSITAS PROBOLINGGO" is written in a circular path around the emblem, with "UN" at the top and "PAITON PROBOLINGGO" at the bottom, separated by two stars.

The researcher

Muhammad Imamuddin Al Faqih

TABLE OF CONTENTS

INSIDE COVER.....	i
ADVISOR APPROVAL.....	ii
MOTTO AND DEDICATION.....	iii
DECLARATION OF AUTHORSHIP.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xi
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. The Identification of the Problem	8
C. The Research Problem	9
D. The Aim of Research	9
E. The Significance of the Study.....	10
F. Definition of Operational Key Terms	11
G. The Previous Research	12
CHAPTER II.....	16
REVIEW OF LITERATURE.....	16
A. Language Learning Strategy	16
B. Vocabulary Learning Strategy	19
C. EFL Student	27
CHAPTER III	32
RESEARCH METHOD	32
A. The Research Design	32
B. The Steps of the Research.....	33
C. The Research Instrument	37

D. The Source of the Data.....	37
E. The Technique of Data Collection	39
F. The Data Analysis.....	40
G. Triangulation of the Data.....	43
CHAPTER IV.....	45
RESEARCH FINDINGS AND DISCUSSION.....	45
A. The Display of Data	45
1. Experiences of Student 1	46
2. Experiences of Student 2	55
3. Experiences of Student 3	64
B. Discussion.....	74
1. Vocabulary Learning Strategy	74
a. Memory Strategy.....	74
b. Cognitive Strategy.....	81
c. Compensation Strategy	92
d. Metacognitive Strategy	96
e. Affective Strategy	102
f. Social Strategy	106
2. Vocabulary Learning Process	110
a. Student 1 Vocabulary Learning Process	110
b. Student 2 Vocabulary Learning Process	122
c. Student 3 Vocabulary Learning Process	134
CHAPTER V.....	151
CONCLUSION	151
A. Conclusion	151
B. Suggestion.....	153
REFERENCES.....	xii
APPENDIXES.....	xvi

LIST OF TABLES

Table 3.1 Organization of Findings Sections.....	32
Table 3.2 Participants' Profile.....	34

