

THE CORRELATION BETWEEN VOCABULARY LEARNING STRATEGIES AND VOCABULARY MASTERY

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Abstract. The purpose of this study is to determine the correlation between vocabulary learning strategies and vocabulary mastery. A questionnaire was distributed to students of class VIII A, B, C and D of SMP Advent Airmadidi to determine the level of use of vocabulary learning strategies and vocabulary mastery. To answer the research questions, descriptive mean analysis and Pearson Correlation Coefficient Correlation were used to answer the research questions. The research findings revealed that: (1) the level of students' vocabulary learning strategies was 3.41, indicating a moderate level; (2) the level of students' vocabulary mastery was 82.44 indicating good vocabulary mastery; and (3) the p value = 0.781, and $r = 0.028$, indicating that there was no significant correlation between vocabulary learning strategies and vocabulary mastery. The interpretation of the research findings shows that although there is no significant correlation between vocabulary learning strategies and vocabulary mastery, the use of various vocabulary learning strategies still contributes positively to students' vocabulary mastery. Therefore, teachers can expand the vocabulary learning strategies they use in the classroom, as well as provide more focused support to students in choosing and applying strategies that suit their individual learning strategies.

Keywords: Vocabulary Learning Strategies, Vocabulary Mastery

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara strategi pembelajaran kosakata dengan penguasaan kosakata. Kuesioner dibagikan kepada siswa kelas VIII A, B, C, dan D SMP Advent Airmadidi untuk mengetahui Tingkat penggunaan strategi pembelajaran kosakata dan penguasaan kosakata. Untuk menjawab pertanyaan penelitian, digunakan analisis deskriptif mean dan koefisien korelasi Pearson. Temuan penelitian mengungkapkan bahwa: (1) tingkat strategi pembelajaran kosakata siswa sebesar 3,41, menunjukkan Tingkat sedang; (2) tingkat penguasaan kosakata siswa sebesar 82,44 menunjukkan penguasaan kosakata yang baik; dan (3) nilai p-value = 0,781 dan $r = 0,028$ yang menunjukkan bahwa tidak terdapat hubungan yang signifikan antara strategi pembelajaran kosakata dengan penguasaan kosakata. Interpretasi temuan penelitian menunjukkan bahwa meskipun tidak terdapat korelasi yang signifikan antara strategi pembelajaran kosakata dengan penguasaan kosakata, namun penggunaan berbagai strategi pembelajaran kosakata masih memberikan kontribusi positif terhadap penguasaan kosakata siswa. Oleh karena itu, guru dapat memperluas strategi pembelajaran kosakata yang mereka gunakan di kelas, serta memberikan dukungan yang lebih berfokus kepada siswa dalam memilih dan menerapkan strategi yang sesuai dengan strategi pembelajaran individu.

Kata Kunci: Strategi Pembelajaran Kosakata, Penguasaan Kosakata

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INTRODUCTION

Language learning includes vocabulary learning strategies, and vocabulary mastery is the capacity to comprehend and utilize words in communication successfully (Baskin & Iscan, 2017). Developing vocabulary mastery requires the use of vocabulary learning strategies including using vocabulary graphic organizer media, memorizing techniques, and receptive and productive learning (Widodo, 2022). Vocabulary learning strategies are steps taken by students to acquire new English words. According to Ghalebi (2020), strategies for learning are certain ideas or actions that students use to better recognize, take in, or remember new material. Vocabulary learning is a complex process that requires a variety of strategies and approaches. According to Muslimah (2022), language learners use numerous strategies to build their vocabulary in order to learn new words and expressions. There are no single, universal strategies for increasing vocabulary. Since they first learned to recognize words through reading, students have been exposed to a variety of vocabulary learning strategies (Delfi, 2020). The importance of vocabulary learning strategies and a variety of strategies and approaches are needed to improve students' vocabulary mastery.

Vocabulary mastery is regarded as a crucial component of English language learning for students. In addition, Manyak, (2023) when students have mastered and understood the vocabulary, they will be easier to understand when they read English readings. According to Nation, (2001) students must therefore understand how well they have mastered their vocabulary knowledge. Mastery of vocabulary plays a significant part in helping students understand vocabulary like speaking, listening, reading, and writing. The application of strategies vocabulary development can help vocabulary mastery, which is an important aspect of language learning (Wells, 2023). This means that students need to develop their vocabulary by applying vocabulary learning strategies that match their learning style. In the context of language learning, learning strategies have a significant impact on how vocabulary is learned and remembered by students (Godwin, 2018). In terms of vocabulary mastery, vocabulary learning strategies play an important role in improving vocabulary mastery, especially in learning English (Panjaitan, 2022). However, many students do not know this, so they do not realize the importance of vocabulary learning strategies in improving their vocabulary mastery. The use of unsuitable vocabulary learning strategies is one of the contributing reasons, claims (Sucandra, 2022). More researches are therefore required to examine and evaluate the connection between students' use of vocabulary learning strategies and their level of vocabulary mastery.

However, according to Baskin (2017), to ensure that language is learned correctly, vocabulary learning strategies should be used. The implementation of vocabulary learning strategies can improve student achievement and make word mastery easier are used by students based on their individual needs. The study concluded the importance of strategies in learning English vocabulary for students. Nevertheless, according to Fitriani (2019) as they study various subjects other than English at school, the students are less exposed to English vocabulary at school. Academic achievement in English is also correlated with vocabulary learning strategies other than word exposure. In addition, based on the researchers experience during observation in the field, when learning English in class, some students are serious and some students are relaxed but when given assignments they mostly get good grades. So, the researchers wanted to find out what level of vocabulary learning strategies students use in learning vocabulary and what level of vocabulary mastery students have in junior high school. Therefore, the researchers are motivated to conduct this study to find out whether there is a correlation between students' vocabulary learning strategies and students' vocabulary mastery. The researchers are also curious to see whether language learning strategies and vocabulary mastery have a positive or negative correlation in one of the junior high schools in North Minahasa stimulates the researchers' interest for this study since it employs strategies for learning a language.

The purpose of this study is to find out the vocabulary mastery level and vocabulary learning strategies of SMP Advent UNKLAB Airmadidi. Also, to find out the correlation between vocabulary learning strategies and vocabulary mastery of SMP Advent UNKLAB Airmadidi. This study is intended to find out the correlation between vocabulary learning strategies and vocabulary mastery. Specifically, this study is design to answer these following questions: What is the level of students' vocabulary mastery of SMP Advent UNKLAB Airmadidi? What is the level of students' vocabulary learning strategies of SMP Advent UNKLAB Airmadidi? Is there any significant correlation between the vocabulary learning strategies and students' vocabulary mastery of SMP Advent UNKLAB Airmadidi?

The majority of previous studies of vocabulary learning strategies and vocabulary mastery had a significant correlation. In this study, the researchers used an alternative hypothesis. H_a : There is a significant correlation between the vocabulary learning strategies used by students and their vocabulary mastery. The results of this study are intended to be useful for several parties. First, this research may help teachers when they teach English, teachers can expand the vocabulary learning strategies they use in the classroom, as well as provide more focused support to students in choosing and applying strategies that suit their individual learning

strategies. Second, to give information for students in improving vocabulary mastery by students' vocabulary learning strategies. Third, to give reference for the other researchers that each student had different strategies.

This study focused on student vocabulary learning strategies and vocabulary mastery of the grade VIII in Junior High School at SMP Advent UNKLAB Airmadidi in the second semester of the 2023/2024 academic year. This study is quantitative study, and the correlative method was used in this study. Through this study, the respondents filled out a questionnaire adapted from Kristanto (2015) based on Schmitt (1997) for students who using vocabulary learning strategies in learning English vocabulary. There were several limitations in this study. This study was conducted in Airmadidi, specifically in SMP Advent UNKLAB Airmadidi. The respondents of this study only consisted of grade VIII students. Then, in distributing the questionnaires and test to the students, the researcher could not avoid some of the possibilities that the students done when filling out the questionnaire and test. Some respondents may not be serious about filling out the questionnaire and test that has been given to them and there were other things that disturb their concentration.

Vocabulary

Webb (2020) defines vocabulary as primarily viewed as a collection of discrete words. Vocabulary is a list or group of words, words, and phrases, usually arranged alphabetically and described or explained. According to Nation (2013) vocabulary is the set of elements we use to speak, write and understand a language. Vocabulary is essential for developing subject knowledge. Vocabulary-wise, solid word knowledge is important for speaking and writing abilities as well as understanding many of the texts and materials included in the educational curriculum. Graves (2016) argues that vocabulary should provide them with an important academic topic to discuss. Teaching students how to think and interact with words will be beneficial, and greater engagement with words will lead to more knowledge. Vocabulary can improve comprehension of text containing taught words. This means that students will be better able to understand reading, even if the material contains words they may not have heard before, if they have a more diverse vocabulary.

Students Vocabulary Learning Strategies

Vocabulary Learning Strategies are activities or processes that encourage learners to learn vocabulary by improving one of the strategies as stages or concepts. Vocabulary learning strategies are a subset of knowledge mastery techniques, which themselves are a subset of

vocabulary learning techniques (Nation, 2013). In terms of vocabulary learning strategies, needed to help learners better understand words because vocabulary development is frequently not given enough attention in language classes (Webb & Nation, 2017). Understanding thousands of words in a second or foreign language requires a lot of time, vocabulary strategies for learning can aid learners in this process. Therefore, learners must be taught about vocabulary learning strategies to make it easier for them to learn vocabulary. In addition to choosing the best learning techniques, students need guidance on which strategies are best for learning vocabulary. They need to do this so that they can learn new words. Wang (2018) state that there are many resources that can be used by bilingual language learners to improve their academic performance, including recommendations for the use of web-based interactive technology to improve the effectiveness of existing strategies and increase the likelihood that new strategies will be developed.

Taxonomy of Vocabulary Learning Strategies

Taxonomy is the process of classifying, organizing, and describing things according to how similar or different they are from one another. The classification group is called a taxon (plural-taxa). This theory refers to the first term representing the vocabulary learning strategies introduced by Schmitt (1997). Schmitt's taxonomy comprises five strategies of vocabulary learning strategies, there are:

- Cognitive strategies (COG) generally focus on repetition and practical language learning styles. The most typical and well-known type of repetition is written and vocal repetition, which is repeatedly writing or repeating a word. The general purpose of students' renovation of the target language is demonstrated by this tactic. This strategy entails grouping, contrasting, categorizing, repeating, preparing for, and using mechanical methods to learn the word, such as maintaining a vocabulary notebook (Schmitt, 1997), such as verbal repetition, written repetition, word lists, flash cards, take notes in class, use the vocabulary section in your textbook
- Determination strategies (DET) this strategy entails inferring the meaning from the structure, inferring from context, or consulting a reference source. The determination strategies' objective is to identify words by making educated guesses based on one's knowledge of language structure, context, first related languages, or background knowledge (Schmitt, 1997). Students are required to Study words they are unfamiliar with in order to understand what they imply, such as analyse part of speech, check for L1 cognate, analyse any available pictures or gestures, guess from textual context, bilingual dictionary, flash cards.

- Memory Strategies (MEM) involves connecting the term to previous knowledge, such as employing visuals of the word's meaning instead of definitions or tying it to certain bilingual vocabulary that the student has been familiar with. The strategies involve using a fictional or grouping (such as images of word forms or semantic characteristics, similar words, or unconnected words) in some way (Schmitt, 1997). People spontaneously organize words into groups when they are not under any strain, and grouping is vital to supporting memorization. Such as image word's meaning, connect word to a personal experience, study the spelling of a word, study the sound of a word, say new word aloud when studying, image word form.
- Metacognitive strategies (MET) are used by students who understand the learning process to monitor and create a learning environment. Understanding the learning process better will help to decide how to create, evaluate, and analyze a successful learning approach. Ramli (2019) claimed that students could manage and control their learning activities and decide what strategies were appropriate to improve student success. Kind of metacognitive strategies such as continue to study word over time, Skip or pass new word, use spaced word practice, testing oneself with word tests, use English-language media.
- Social strategies (SOC) the purpose is to improve language proficiency by engaging in conversation with others. One social tactic for defining a word is cooperative group learning, in which students practice and acquire the definition of new terms in a group setting. Students might ask for help in deciphering the meaning of a new word, and social skills could be employed as a dimension of discovery. To obtain resources regarding new words, students can enlist the help of their professors or peers. Social skills can be honed through practice and peer observation, receiving spontaneous feedback from peers (Kagan, 2009). It is supported by the curriculum that instills a cooperative learning structure. Social Strategies include study and practice meaning in a group, ask teacher for an L1 translation, ask teacher for paraphrase or synonym of new word, ask teacher for a sentence including the new word, ask classmates for meaning, interact with native-speakers.

Students Vocabulary Mastery

Vocabulary mastery focuses on content knowledge and technological skills (Ghalebi (2020)). In addition, the focus is on content understanding and technological development. The findings of Wells, (2010) vocabulary mastery is the ability to master a list or set of simple phrases that construct the language used by a particular person, class, or occupation. It is an important ability, the foundation of a language. It refers to its usefulness, which helps students develop their language satisfactorily and certainly affects their vocabulary level and thus their

knowledge. Meanwhile, Kinsella and Hancock (2014) argue that vocabulary mastery is an aspect of understanding English as a foreign language at the elementary, intermediate, and advanced levels. This confirms that vocabulary mastery is an ability that refers to the amount of vocabulary understood and can be measured according to certain level criteria. Therefore, vocabulary mastery test was taken from school in English textbook (Ramli & Rivaldin, 2021). The researchers might expect that vocabulary mastery would be reduced to a few diagnostic phrases that could be measured at the lexical level.

Measuring of Vocabulary Size

When assessing vocabulary mastery, vocabulary range is very important. Vocabulary size, according to Schmitt, (2019), is the total number of words that a person can understand. A number of theoretical studies have also shown that vocabulary size is a reliable measure of linguistic proficiency. However, according to Nation (2016), test results can be used to determine how many words they can identify and understand in whole or in part in English. They can quickly characterize the students' language level by using this vocabulary level assessment. Therefore, vocabulary mastery test was taken from school in English textbook can measure by using the Predicate Interval based on the school's MMC (Ramli & Rivaldin, 2021). Therefore, we can calculate or measure more easily the students' vocabulary mastery.

Related Studies

Below are some studies on vocabulary learning strategies. Furthermore, the researcher found similar results with Khan & Ariffin (2023). This study used quantitative method with correlational design. The sample of this study amounted to 142 students. Data collection used vocabulary mastery test and vocabulary learning strategy questionnaire. Pearson Product Moment was used for data analysis. The results showed that students were categorized as medium frequency level in vocabulary mastery. The most dominant strategies used by students were determination and cognitive strategies. Correlation analysis found that there was no significant correlation between vocabulary learning strategies and vocabulary mastery as indicated by a correlation coefficient of 0.31 and a significant value of 0.631. only two of the five strategies, namely determination strategy and cognitive strategy with correlation coefficients of 312 and 285.

Subsequently, the Study conducted at the high school by Munandar (2015). The objective of this study was to investigate the correlation between students' vocabulary learning strategies and their vocabulary size. Social strategies were found to be positively correlated with students

scoring between 60 and 100 on the vocabulary size test, while identification strategies were the strategies scored by the majority of students. Scores from 40 to 59 are used for vocabulary size. Test. Based on the results, we can conclude that there is a significant correlation between students' vocabulary learning strategies and their vocabulary.

In addition, the researchers also found the negative result for the two variables. It was found from Agustianti, (2021). This Study was intended to find the correlation between the students' vocabulary learning strategies and the vocabulary mastery level. The Study design of this study was a quantitative Study and the study population was the second-year students of English study program FKIP Universitas Riau. The data showed that 53.7% of students was used the vocabulary learning strategies in learning new vocabularies and 31.7% students were high vocabulary level. However, there was negative correlation between two variables the result of this study. The value of correlation coefficient was 0.813. It was on scale 0.00 – 1.00. This indicates that the correlation between vocabulary learning strategies and the level of vocabulary mastery is categorized as a high correlation among the second-year students. This Study would assist students to understand the correlation between used the strategies in learning new vocabularies in order to increase the level of vocabulary mastery. It can be interpreted that researcher found a positive and negative correlation between the two variables.

Furthermore, the researcher found similar results to Safi'I (2022). The purpose is to find out the correlation between vocabulary learning strategies and vocabulary mastery in eighth grade students of SMP Negeri 1 Tarakan. The results showed that students were categorized as medium frequency level in vocabulary mastery. The most dominant strategies used by students are determination and cognitive strategies. Correlation analysis found that there is a weak correlation between vocabulary learning strategies and vocabulary mastery as shown by correlation coefficient 301, only two out of five strategies, namely determination and cognitive strategies with correlation coefficients 312 and 285. The weak correlation is caused by students who are only happy to apply the strategy and the formality of completing assignments, but not to increase vocabulary. The researcher recommends determining and cognitive strategies in vocabulary learning to improve students' vocabulary mastery at junior high school level.

METHOD

Quantitative study was used to conduct this study. This study is called a quantitative study because the number was used in the report. The focus of a quantitative study is on numerical mathematical statistical measurement and analysis using information from questionnaire or survey responses (Babbie, 2021). Due to the researcher's explanation of the students' vocabulary

learning strategies and vocabulary mastery as they learned English, a descriptive design was used in this study.

Johnson and Christensen (2010) stated that the purpose of descriptive design is "to learn about attitudes, behaviors, and demographics (e.g., age, gender, ethnicity, education) of people." (p.366) The researcher then applied the correlation method to examine the correlation between vocabulary learning strategies and vocabulary mastery. According to Mukaka (2012), finding the possibility of a linear link between two variables that are continuous is achieved statistically through correlation. As a result, this study used descriptive and correlative research design.

The respondents of the study were taken from SMP Advent UNKLAB Airmadidi grade VIII students, particularly those who enrolled in the second semester of the 2023/2024 school year. The respondents include the students from grade VIII parallel A to parallel D. The respondents of the study were taken from SMP Advent UNKLAB Airmadidi grade VIII students, particularly those who enrolled in the second semester of the 2023/2024 school year. The respondents include the students from grade VIII parallel A to parallel D. Grade VIII parallel A has 34 students, parallel B has 34 students, parallel C has 35 students and parallel D has 33 students. The total number of respondents were 136 students. The researchers used convenience sampling to collect data. "Convenience sampling is a non-probability sampling method where units are selected for inclusion in the sample" (Nikolopoulou, 2022). According Etikan, (2016) convenience sampling is a technique used to collect easily accessible information from participants. In other words, sampling techniques were for 102 participants who give their time and also fill in the required data. Therefore, convenience sampling was used in this study.

In collecting data, the researcher used questionnaire to measure the students' vocabulary learning strategies commonly used. The questionnaire was adapted from Kristanto (2015). The questionnaire used to collecting data regarding the vocabulary learning strategies. The questionnaire consisted of two parts. In the first part, questions asked to elicit descriptive information from the participants. In the second part, contains 2 questions divided into five categories: 1) cognitive strategies 1,2,3,4,5. 2) determination strategies 6,7,8,9,10 . 3) memory strategies 11,12,13,14,15. 4) metacognitive strategies 16,17,18,19,20. 5) social strategies 21,22,23,24,25. In this study the researcher uses close-ended questionnaire. A questionnaire design using a Likert scale style. According to Nikolopouluo and Bhandari (2020) Likert scale is a rating scale used to measure opinions, attitudes, or behaviors.

The Likert scale has levels from very positive to very negative and for quantitative analysis

purposes, each answer can be given a score, including: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Seldom), 1 (Never). Vocabulary size test was used for the second instrument in this study. The purpose of this instrument is to determine the level of mastery of the student's vocabulary. Vocabulary mastery test was taken from school in English textbook and to measure the test result using the Predicate Interval based on the school's MMC (Ramli & Rivaldin, 2021). The purpose of this test is to measure of written receptive vocabulary in English for both foreign and second language learners (Nation, 2012).

The researchers were analyzed the data using statistical tools and the data was analyzed as follows: To find out the answers for this study the level of students' vocabulary mastery and the level of students' vocabulary learning strategies, the researcher used descriptive analysis of the mean score. For the last question, the researcher used the *Pearson Product Moment Correlation Coefficient* to find the correlation between the students' vocabulary learning strategies and the students' vocabulary mastery. The researchers used a Likert scale for assessing the data and interpreted the mean score of the level of students' vocabulary learning strategies score as follows: 1.00-1.49 = very low level, 1.50-2.49= low level, 2.50-3.49= moderate level, 3.50-4.49= high level, 4.50-5.00= very high level. Moreover, the researchers used the Predicate Interval based on the MMC (Minimal Mastery Criteria) from the school to assess students' vocabulary mastery level as follows: the MMC is 72, <72=D (Kurang), 72-81= C (Cukup), 82-90 = B (Baik), 91-100 = A (Amat Baik).

RESULTS

To find the level of students' vocabulary mastery, mean score was employed. Table 1 shows the Mean score of students' vocabulary mastery.

Table 1. The Mean Score of the Level of Students' Vocabulary Mastery

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	102	40	100	82.44	13.048
Valid N (listwise)	102				

The mean score of students' vocabulary mastery is 82.44. Based on the interval predicate according MMC (see page 35) the mean score test for vocabulary mastery is in the range of 82-90 which indicates a good level. This means that students' vocabulary mastery have a good level of vocabulary mastery. From the findings it is stated that it is a good level. Furthermore, a good level indicates that the students have good grades, which means that the students have a high vocabulary. However, they still need attention as they need to maintain as well as improve

their vocabulary mastery. To find the level of students' vocabulary learning strategies, mean score was employed. Table 2 show Mean Score of the Level of Students' Vocabulary Learning Strategies

Table 2. The Mean Score of the Level of Students' Vocabulary Learning Strategies

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Learning Strategies	102	2	5	3.41	.665
Valid N (listwise)	102				

The mean score for students' vocabulary learning strategies is 3.41. Based on the interpretation scale, the mean score for vocabulary learning strategies is in the range of 2.50 - 3.49 which indicates a moderate level. This means that students' vocabulary learning strategies do not have a lower or higher level. Based on the data, the vocabulary learning strategies found among students from this school are at a moderate level. This means that some students learn vocabulary by using vocabulary learning strategies and some students are lacking in using vocabulary learning strategies. Nevertheless, students have good scores that can be seen from the test results, namely the level of students' vocabulary mastery with a good level.

The results of this study are similar to Zuhairi & Mistar (2023) who found that the average score of vocabulary learning strategies of English education study program students in three universities in East Java, Indonesia was at a moderate level with a score of 4,391. The study used statistical tools to sum the scores found in the vocabulary learning strategies test which were at a moderate level, and with the vocabulary mastery test results being at a good level which is similar to what the researchers found in the results of this study.

The third research question of this study was to investigate if there was a correlation between variable x (Vocabulary Learning Strategies) and variable y (Vocabulary Mastery) in students during learning English by using *Pearson Product Moment Correlation* as shown in table 3.

Table 3. *Correlational between students' vocabulary learning strategies and students' vocabulary mastery*

		Vocabulary Learning Strategies
Vocabulary Mastery	Pearson Correlation	0.028
	Sig. (2-tailed)	0.781
	N	102

This explains that if the p value is less than 0.05 then it is statistically significant. As a result, since the p in this study is 0.781, the result shows that there is no significant correlation

between vocabulary learning strategies and vocabulary mastery. Furthermore, the output result for the correlation between vocabulary learning strategies and vocabulary mastery is $= 0.028$ (see table 3). This shows that there is no significant correlation between learning strategies and vocabulary mastery.

DISCUSSION

The aim of this study is to determine the level of vocabulary learning strategies, the level of vocabulary mastery, and whether there is a significant correlation between vocabulary learning strategies and vocabulary mastery. In this study the researchers used a descriptive design to determine the level of vocabulary learning strategies and the level of vocabulary mastery, with a correlational design to determine the correlation between the two variables. Respondents in this study were students of grade VIII of SMP Advent UNKLAB Airmadidi from class A, B, C & D. The researchers used a questionnaire adopted from Kristanto (2015) and students' test scores to collect the data. Regarding the level of vocabulary learning strategies, the result is 3.41, which indicates that it is at a moderate level in the use of vocabulary learning strategies, and the level of students' vocabulary mastery is 83.44, which indicates that they are at a good, almost excellent level. The correlation coefficient for both variables was $r = 0.028$ and $p = 0.781$. As a result, the results showed that there was no correlation. The interpretation of the research findings shows that although the students used a moderate level of vocabulary learning strategies, they managed to achieve a good level of vocabulary mastery. This indicates that although the strategies used did not reach the optimal level, they still had a positive impact on students' vocabulary mastery.

CONCLUSION

Based on the findings from the previous chapter, it can be concluded that the involvement of the use of vocabulary learning strategies in grade 8 students from classes A, B, C and D at Adventist UNKLAB Airmadidi Junior High School, some of them use vocabulary learning strategies in vocabulary learning and are not familiar with vocabulary learning strategies. In addition, good vocabulary mastery, almost very good, indicates that they have a good knowledge of English vocabulary.

Finally, since there is no significant correlation between the two variables, it is concluded that there are other factors to the relationship of vocabulary learning strategies and vocabulary mastery. The interpretation of the research findings shows that although the students used a moderate level of vocabulary learning strategies, they managed to achieve a good level of

vocabulary mastery. This indicates that although the strategies used did not reach the optimal level, they still had a positive impact on students' vocabulary mastery.

RECOMMENDATIONS

In this last section, the researchers provide several recommendations related to the research that has been conducted. First, since vocabulary learning strategies and students' vocabulary mastery do not have a significant correlation, the researchers recommend that students can achieve a good level of vocabulary mastery despite using a moderate level of vocabulary learning strategies. Therefore, vocabulary learning strategies can be expanded to include a variety of strategies that suit individual needs and personal preferences of students.

Students can take the initiative to develop more proactive and structured learning habits. Although the results show that there is no significant correlation between the vocabulary learning strategies used and vocabulary mastery, nevertheless, students' vocabulary mastery level is at a good level. Therefore, students can continue to hone their learning skills by trying various vocabulary learning strategies available, as well as expanding the use or learning resources to enrich their understanding.

Teachers can utilize the results of this study as a basis for developing more effective teaching strategies in enhancing students' vocabulary. Although there is not significant correlation between vocabulary learning strategies and vocabulary mastery, the use of various vocabulary learning strategies still contributes positively to students' vocabulary mastery. Therefore, teachers can expand the vocabulary learning strategies they use in the classroom, as well as provide more focused support to students in choosing and applying strategies that suit their individual learning strategies.

Other researchers can see the results of this study as a call to dig deeper into other factors that might influence the correlation between vocabulary learning strategies and vocabulary mastery. Although no significant correlation was found in this study, it does not rule out other factors that may influence the correlation between the two variables. Therefore, other researchers can conduct more detailed follow-up studies, including the use of different research methods or involving additional variables to expand the understanding of the correlation between vocabulary learning strategies and vocabulary mastery.

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