THAI STUDENTS’ STRATEGIES IN LEARNING ENGLISH VOCABULARY
AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF IAIN
SALATIGA IN THE ACADEMIC YEAR 2018/2019

A GRADUATING PAPER
Submitted to the Board of Examiners as a partial fulfillment of the
requirements for the Bachelors’ degree in the English Department of Education

Faculty State Institute for Islamic Studies (IAIN) Salatiga

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Salatiga, October 5th 2018

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The Attentive Counselor’s note

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To the Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Tuan Fatonah Guma graduating paper entitled “THAI STUDENTS’ STRATEGIES IN LEARNING ENGLISH VOCABULARY AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR 2018/2019”. I have decided and would like to purpose that if this paper can be accepted by the Dean Teacher Training and Education Faculty, I hope this paper can be examined as soon as possible.

Wassalamualaikum Wr. Wb.

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A GRADUATING PAPER

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MOTTO

‘“Only those who dare to fail greatly can ever achieve greatly.’”

คนที่กล้าจะทำอย่างแสวงบั้น ที่จะประสบความสำเร็จอย่างยิ่งใหญ่

-Robert F. Kennedy-
DEDICATION

This graduating paper is whole heartedly dedicated:

- My Lord, Allah AWT who always giving me spirit and healthy, especially to finish graduating paper.
- My beloved parents, my father Tuanpa Guma and my mother Hamidah Bungapinae who always pray, guide and giving me support to finish this graduating paper.
- All of lectures of English Department of Education Faculty State Institute for Islamic Studies (IAIN) Salatiga especially for my honorable mentors (Moh.Khusen,M.Ag.)
- My best partners of graduating paper in Mrs. Setia Rini group that support me to finish this graduating paper.
- My big family TBI 2014 that support my education and finish this as graduating paper.
- All my big family of Thai Students of IAIN Salatiga, all of the students especially the participants of this research.
- The second family of Associations of Thai Moslem Student in Indonesia (PERMAI).
Acknowledgement

In the name of Allah, the most gracious, the most merciful. I would like to thank Allah SWT who gives me health, mercy and blessing in completing my skripsi.

I would like to dedicate my skripsi to my beloved Papa Tuanpa and Mama Hamidah who always love and support me mentally and financially in my life and in finishing my education.

Greatest gratitude belongs to my dearest supervisor, Dr. Setia Rini, or guiding, helping, motivating, and supporting me in finishing my research. Without her kindness, I could not finish my research this year. for giving me valuable feedback to improve my skripsi.

I also thank Thai students at English Language Education Department as the participants of my skripsi. Thank you for spending time to do the interview for my skripsi. The last, I also thank all people who directly and indirectly have cared, supported and helped me finish my skripsi. May Allah SWT always bless you. Thank you very much.

Salatiga, October 5th 2018

Tuan Fatonah Guma
ABSTRACT


This research aimed to identify Thai students’ problems and strategies in learning English vocabulary at English Language Education Department at State Institute for Islamic Studies of Salatiga, Indonesia. This research belongs to descriptive qualitative research. The participants of this research were ten Thai students who had learned English for third, fifth and seventh semesters, and had problems related to vocabulary. The researcher used interview to collect the data. The findings showed that generally Thai students used various strategies in learning English vocabulary. The findings also revealed that students had problems in learning English vocabulary namely: advanced lexicon, forgetfulness, synonym of a word, pronunciation, British or America lexicon, and feeling lazy. To overcome these particular problems the participants used some strategies. The certain strategies are using dictionary, memorizing word, practicing and repeating, writing down the word, making a sentence, using the Internet and listening to music or video of native speaker. Most of the strategies they used were the strategies they already know and felt useful.

Keyword: Thai students, vocabulary learning strategies, difficulties in learning English vocabulary
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. It is used for communication in the field of education, business, technology and other interactions. English is not only a subject learned in classrooms but also a medium for social and practical use (Foley, 2005:67). In Thailand, English has an increasingly important role in communication with people from other countries (Somsai & Intaraprasert, 2014:34). According to Akkakoson (2012:98), Thailand uses English as a foreign language. For Thai students, English has become an essential subject. They start learning English at a very young age. It is a compulsory subject for all students starting from the primary schools onwards.

There are a lot of Thai students who study abroad including Indonesia. They are senior high school to Ph. D. degree students. They take certain field of study that they prefer. Some of them choose to learn English at English Language Education Department at IAIN Salatiga. Thai students generally always use Thai language to communicate with each other. When they communicate with Indonesians, they use Indonesian language. It is common for them to use two languages either Thai or Indonesian language. Furthermore, Thai students who choose English major are required to master English. Therefore, they should be proficient in English in order to be successful in their study.
There are several components to learn when students learn English. Eileen (2002:45) mentioned that they need to learn a number of things including phonology which is a study of sounds, and then morphology which is a study of word formation. Vocabulary component is also a study of word needed to understand and produce words (Schmitt, Vocabulary in Language Teaching, 2000:89). Another component of language which should be learned is pragmatic which has to do with language use focusing on how language can be affected by context. The success of learners’ communication in a new language depends on learning of each component in order to produce language at the social level as well as academically (Eileen, 2002:12).

As one of the components in learning a language, Yang and Dai (2012:56) defined that vocabulary is the most sizable component and seems to be important. Further, the more learners know the meaning of vocabulary the easier to learn that language (Yang & Dai, 2012:57). One subcategory of language learning is vocabulary learning strategies. Vocabulary learning strategy is defined as what the learner does to reach the meaning of the new words, hold these words in long term memory, recall them when comprehension is used in producing language (Ruutmets, 2005:79). Vocabulary is like keyword to learn a language to be successful and learners can improve their language competence by developing their ability to use Vocabulary learning strategies (VLSs).

For second language learners, generally they encounter problems or difficulties in learning English language, except those who join the
international class where English is used as the language of instruction (Somsai & Intaraprasert, 2011:3). To deal with vocabulary learning problems especially, there are strategies to learn English vocabulary to enhance language learners” effectiveness. According to Dóczi (2011:9), in language learning, vocabulary learning strategies are important because the acquisition of vocabulary is never ending process and it also helps the learners overcome difficulties. Additionally, Saegpakdeejit (2014:87) mentioned that learners can increase the effectiveness of their English language learning through the use of vocabulary learning strategy. It is essential for students to be conscious of the basic vocabulary learning strategies which help them in learning vocabulary and apply the strategies effectively.

With regards to the Thai students studying English at English Language Education Department of IAIN Salatiga, based on the researcher’s observation and informal interview. According to Cohen, Manion, and Morrison (2011:32), an interview is a qualitative instrument that is a flexible tool to the data collection. It can observe their body language, their words and also can ask deep problem and participants are free to answer. they still find difficulties in learning English especially in vocabulary although English is the medium of instruction in their classes. They generally see unknown words as the main problem to overcome. In reading, they find difficulties to understand the meaning of new or unfamiliar words. They do not have strong vocabulary knowledge because they do not use English in their daily conversation. This makes them struggle to understand the meaning of the words while reading a
textbook. In writing and speaking, they do not know a lot of vocabulary, so they find difficulties in writing and presenting in English.

Based on the background above, the researcher is interested in investigating the problems faced by Thai students in learning English vocabulary. As vocabulary learning strategies help the learners increase their vocabulary mastery, it is also important to know the strategies used by Thai students in learning vocabulary. Therefore, the researcher wants to conduct a research on the problems faced and the strategies applied in learning vocabulary by Thai students at English Language Education Department of IAIN Salatiga.

B. Problem Statement

1. What are Thai students’ strategies in learning English vocabulary?

2. What are Thai students’ problems in learning English vocabulary?

3. What are Thai students’ strategies used to solve those problems in learning English vocabulary?

C. Objective of the Researches

1. To identify Thai students’ strategies used in learning English vocabulary.

2. To identify Thai students’ problems faced in learning English vocabulary.

3. To identify Thai students’ strategies used to solve the problems in learning English vocabulary.
D. Limitation of the Problem

This research focuses on the general strategies used by Thai students in learning English vocabulary at English language Education Department in IAIN Salatiga who are study in English faculty. Then the researcher also focused on the problems faced by Thai students in learning vocabulary as well as their strategies specifically used to solve their problems, the response modes of participant are unstructured response. Participant can give the answer what they want to share with no limitation. the writer used open-ended structure to make the participants free to answer with in-depth and interview Thai students one by one then describe the finding from the interview. However, during interviewing information be recorded.

E. The Significance of the Research

The study will be useful and give contribution in learning English language context include:

1. Theoretical benefit

The result this research can be used as a reference for further research.

2. Practical benefits

Practically, this research gives some benefits for the students, teacher, school and the researcher.

a. For teachers.
The researcher expects from this research that the teachers know and understand the students’ difficulties in learning vocabulary. Thus, the teachers can choose appropriate materials in teaching English vocabulary for them. Besides, the teacher can encourage the students to apply more strategies in learning English vocabulary if the students use only certain strategy.

b. For students.

This research reveals the strategies used to solve various problems in learning vocabulary. Therefore, the researcher expects this research can help students know the kinds of strategies that they might lack and want to try other possible strategies beneficial for them in learning English vocabulary.

c. For other researchers.

This research can be used as a reference for the next researchers who wants to conduct similar research. This study provides the information related to general strategies used and the problems faced by Thai students in learning vocabulary. It also reveals the strategies used by Thai students to solve those specific problems in learning vocabulary.
F. Definition of the Key Terms

1. Vocabulary and Vocabulary Learning

a. Vocabulary

There are many explanations of vocabulary stated by some experts. Read (2000:76) related vocabulary to words. He stated, “words are the basic building blocks of a language, the units of meaning form which larger structure such as sentences, paragraphs, and the whole texts are formed”. Meanwhile, Ahour & Salamzadeh (2014:1) mentioned that vocabulary is central to language and language learning and vocabulary learning is crucial to the language learners. In the domain of second language learning, it is widely known that vocabulary is necessary part of the four language skills. Vocabulary is one of the important language elements that support the skills of speaking, listening, reading, and writing (Carranza, Manga, Dio, Jamora, & Romero, 2015: 49).

b. Vocabulary Learning

Vocabulary learning means learning about the words or new vocabulary, and also about how to use the vocabulary into correct usage. It is determined by the context where it is formed and its relation to other words (Agusta, 2015:52). Learning vocabulary is acquiring the words with their meaning, whether through some direct link or translated into first language (Cook, 2008:13). According to Harmer (1991:56), vocabulary learning is more than presenting new words and of course it has its place.
but there are other issues too. Vocabulary learning is not only interaction but also discovery techniques for the beginners. Harmer (1991:34) concluded that knowing a word means knowing about meaning, word use, word formation, and word grammar. The learners need to know more of vocabularies. It means that the students need to memorize and recall a lot of vocabulary that have been mastered.

c. Language Learning Strategy

Rubin (1975) described a very broad definition of learning strategies is “the techniques or devices which a learner may use to acquire knowledge”. It can mean that learning strategies can contribute to stimulate the learners’ ability in learning process, even can be directly.

According to Oxford (1990) states that learning as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. In other words, language learning strategies is very important to stimulate the students learning process to make them more understanding, enjoyable, effective, and like in education. Based on his definition, language strategy are specific action, behaviors, steps or techniques that learning to help the result of their learning inputting, comprehending, and outputting the target language. Oxford (1990) also proposed that language learning strategies could be divided into two categories: direct strategies and indirect strategies. Direct strategies include memory strategies, cognitive strategies, and compensation strategies, while indirect strategies include
metacognitive strategies, affective strategies, and social strategies. She believed that applying appropriate language learning strategies on learning process could help learners obtain self-confidence and improved proficiency, and which would lead to high motivation in language learning.

H. Review of the Previous Study

To compare with this study, the researcher took two examples of studies that have the same characteristics as this research. The first research was conducted by Yang and Dai (2012:90). The title of the study is “Vocabulary Memorizing Strategies by Chinese University Students”. This study investigated the vocabulary learning strategies they preferred to use and the ones less to use. This study used questionnaire as a data collection method. The respondents were 68 students at Chinese university at Petroleum. In this study, the students apparently tended to use structural association and semantic strategies, though rote repetition remains appealing to some of them and mnemonic devices was unpopular to them. The students took notes of vocabulary items in the margins of textbook and word list memorization was appealing to them. The results of the study have shown that the two most frequently used strategies are structural association and semantic strategies followed by rote repetition and mnemonic devices.
Another research related to the vocabulary learning strategy was conducted by Ahour and Salamzadeh (2014:8). The objective of this research is to find out the vocabulary learning strategies mostly used by poor Iranian high school students and which strategy has the highest and lowest use among the students. The researcher used questionnaire to select the data. The participants of the study were 45 female students. The questionnaire consisted of 49 items with 4 categories including Metacognitive VLS, Cognitive VLS, Social VLS and Affective VLS. The results of this study showed that the category of cognitive strategies obtains the highest among all categories. The second highest is the Affective strategies followed by the category of Social strategies and finally Metacognitive strategies. To summarize, the most frequently used strategy among Iranian female high school students is cognitive strategies and the least used strategy is metacognitive strategy. The poor female Iranian high school students prefer using or converting the language material in learning and memorizing vocabulary.

Based on the research above, there are some aspects of this current research that are similar and different from the previous studies. The similarity of them is that they have same objectives. They investigated the vocabulary learning strategy used by students. The difference of them is that both previous research focused on the strategy students mostly used and less used in learning vocabulary. This current study aimed to find out the vocabulary learning strategy of Thai students and to explore the
problems they faced in learning vocabulary. Moreover, these previous researches belong to quantitative research and used questionnaire to collect the data. This current research is qualitative research and used interview to collect the data. Besides, these all research has the different respondents. It can be concluded that all studies were about vocabulary learning strategy but had different focus and research methods.

I. Research Methodology

1. Research Design

This research aimed to investigate the strategies of Thai students in learning English vocabulary. In this research, the researcher chose qualitative method. This is because the researcher wanted to know the students’ strategies in learning vocabulary as deeply and clearly as possible. A qualitative method is a method of research which uses descriptive data such as written word, oral words from someone and someone’s behavior which can be observed (Creswell, 2012:98). Further, Creswell (2012:56) also stated that the qualitative method focused on the words rather than numbers, no statistical procedure. The source of data can be taken through research object. In this research, the researcher looked at the reality of the fact focused on words, described and explained the subject and the object of the research deeply. Therefore, qualitative method is suitable for this research.
2. Research setting

The researcher conducted this research in English Language Education Department of IAIN Salatiga. Based on the researchers’ experience as a student in this English Language Education Department is the Thai students have problems in learning English. The researcher believes that vocabulary is essential in learning language and this is a big problem for Thai students who learn English at English Language Education Department. Then, English Language Education Department is also the place that the researcher studies. The researcher knows well about the problem and it is easier to get the data because the researcher has basic information in conducting this research.

3. Research Participants

The participant of the research were two students of firth semester, three students of fifth semester, and five students of seventh semester. All of them are Thai students who study in English department at IAIN Salatiga. The participants were asked to fill the questionnaires and answer the question of interview. Based on their experience, they had problems in learning English vocabulary. The target participants were ten Thai students of English Language Department at IAIN Salatiga.
1. Data Collection Methods

The aim of this research was to find out the difficulties in learning English vocabulary and also to identify the strategies in learning vocabulary used by Thai students. To answer the research question, the researcher used interview to collect the data. It was used to ask the participants deeper and clearly. It was also convenient for the researcher to gather the information in this research. According to Cohen, Manion, and Morrison (2011:67), an interview is a qualitative instrument that is a flexible tool to the data collection. It can observe their body language, their words and also can ask deep problem and participants are free to answer. In addition, Cohen, Manion and Morrison (2011:98) stated that interview guide approach is the way that the researcher asks participants to gather data with the clear topic and research questions. It develops an outline of interview questions and the outline is not structured. So, the researcher used this type of instrument to make the participants more relaxed and it is the best way for the researcher to get the true data from participants.

The interview questions of this study used open-ended structure to make the participants free to answer with no limitation. Cohen, Manion and Morrison (2011:65) supported that open-ended structure is flexible. The researcher can ask in depth and clear up any misunderstanding; the
questions form will begin a general statement to more specific one. The questions format is indirect format. Indirect questions ask the participant in general to the desired information that makes participant less fear to answer. It makes the participants not feel forced and feel relaxed to answer (Cohen, Manion, & Morrison, 2011:32). The response modes of participants are unstructured response. Participants can give the answer what they want to share with no limitation. The unstructured response allows the participant to give the answer whatever way they choose (Cohen, Manion, & Morrison, 2011:45). From the method above, the researcher made participants feel relaxed in answering while the interview. The interview asked the participants with questions as prepared in interview guideline.

2. Data Collection Procedure

In this research, the researcher created the interview guideline to get the answer for research question. Then, the researcher contacted Thai students asking them to be the participants. Based on the researchers’ experience, the researcher knows well about Thai students that fit with this research problem. The place to have an interview was my boarding house. This research took around one week to conduct the interview. The researcher asked the participants one by one to make them more relaxed and confident in giving the answer. During the interview, the researcher used a mobile phone to record and wrote a note from their answer. The
interview question used Thai language because this is their first language and the researcher expected that they could give the answer based on the research question well. The researcher coded their names into participant Student’s Thailand1, participant Students’ Thailand2, and so on. The real name of each participant was not revealed by the researcher.

3. Data Analysis

In the data analysis, there is a process of transcribing, organizing, and putting the data in the correct order and then analyzing them. The researcher transcribed the result of the interview into words in Thai language. The answers were the original statement and each participant had the same questions. The result from the interview or recording was transcribed into data text, word by word. Cohen, Manion, and Morrison (2011:78) mentioned, transcribing is to transcribe data from original encountering oral and interpersonal to written language. The researcher put all information from the answer that has been recorded to be a transcript. The transcript can become obscure between the researcher and original statement of interview. So, the researcher did this step honestly towards the result gained from the participants.

The researcher did member checking of the transcription. The researcher showed the transcript of the interview to the participants to check. The researcher found the data were unclear, so the researcher asked the participants to clarify during the member checking. The result of the member checking was that the participants clarified and agreed with the
data and also understood that the data were not manipulated. Related to Cohen, Manion, and Morrison (2011:23), member checking is the way that researcher checks out the result from interview to know the information clear or not, because it is possible that result does not answer the question or forgetting in some detail. This confirms that this study has no incorrectness in the process of interview. The Thai transcription then was translated into English.

According to Cohen, Manion, and Morrison (2011:12), the researchers who have gathered qualitative data will undertake forms of content analysis. In this research, there are several steps in doing the analysis. In the process of data analysis, the researcher took the original statement from the interview to be put in coding. The researcher did coding. They were open coding, analytic coding, selective coding and axial coding to identify the data. Open Coding is giving a label or name of the statement and make a category. Open coding means an ascription of a category label to a piece of data that have been collected. Also, the researcher identifies the similar information to make the researcher easier to search and retrieve the data in terms of those items that have the same code (Cohen, Manion, & Morrison, 2011:9).

Then, there was analytic coding. Analytic coding is a critical step in coding. It is broken down information or data into smaller point unit. An analytical coding might be from the theme or topic of the research (Cohen, Manion, & Morrison, 2011:32). In the next step was axial coding. Axial
coding identifies and categorizes the similar ideas or statement to one group. It will connect the codes and subcategories into a larger category of common meaning or have the same meaning that is shared by the group of codes in questions (Cohen, Manion, & Morrison, 2011:20). The last was selective coding. It is selecting the same answer into one form. Selective coding identifies the core category of text data and gather the same point to form a theory (Cohen, Manion, & Morrison, 2011:23). According to Cohen, Manion, and Morrison (2011:67), this step is quite the same as axial code, but it should be greater level abstraction than an axial code. Moreover, after the researcher did the coding, the researcher made a report of finding in the descriptive report.

**K. Organization of the Graduating Paper**

This research is divided into five chapter. Each of the captors will be explain as follows.

The first chapter is introduction. Introduction part is consisted of six subheading that includes background of the study, statement of the problems, objectives of the study, limitation of the study, benefit of the study, definition of the keywords, and the last is organization of the graduating paper.

The second chapter is the review of literature. Review of literature part is consisted of two subheadings that includes previous studies and supporting theories.
The third chapter is the research methodology. Research methodology part is consisted of seven subheadings the includes setting of the research, subject of the research, methodology of the research, data sources, technique of collecting data, technique of data, research procedure.

The fourth chapter is consisting of findings and discussion about the problems and strategies of Thai students in learning English vocabulary. There are three main points that are explained in this part based on the three research questions made by the researcher. First, it presents the general strategies of Thai students in learning English vocabulary. Second, this section also discusses Thai students’ problems in learning English vocabulary. Third, it reports the Thai student's strategies used to solve those specific problems in learning English vocabulary.

The fifth chapter is the closure. It contains conclusion and suggestions. After that, it is followed by references and appendices.
CHAPTER II

REVIEW OF LITERATURE

A. Review of the Previous Study

To compare with this study, the researcher took two examples of studies that have the same characteristics as this research. The first research was conducted by Yang and Dai (2012:90). The title of the study is “Vocabulary Memorizing Strategies by Chinese University Students”. This study investigated the vocabulary learning strategies they preferred to use and the ones less to use. This study used questionnaire as a data collection method. The respondents were 68 students at Chinese university at Petroleum. In this study, the students apparently tended to use structural association and semantic strategies, though rote repetition remains appealing to some of them and mnemonic devices was unpopular to them. The students took notes of vocabulary items in the margins of textbook and word list memorization was appealing to them. The results of the study have shown that the two most frequently used strategies are structural association and semantic strategies followed by rote repetition and mnemonic devices.
The second journal is vocabulary learning strategy was conducted by Ahour and Salamzadeh (2014:8). The objective of this research is to find out the vocabulary learning strategies mostly used by poor Iranian high school students and which strategy has the highest and lowest use among the students. The researcher used questionnaire to select the data. The participants of the study were 45 female students. The questionnaire consisted of 49 items with 4 categories including Metacognitive VLS, Cognitive VLS, Social VLS and Affective VLS. The results of this study showed that the category of cognitive strategies obtains the highest among all categories. The second highest is the Affective strategies followed by the category of Social strategies and finally Metacognitive strategies. To summarize, the most frequently used strategy among Iranian female high school students is cognitive strategies and the least used strategy is metacognitive strategy. The poor female Iranian high school students prefer using or converting the language material in learning and memorizing vocabulary.

The third journal is vocabulary strategies was conducted by Supriyadi and Fauziati (2014). The objective of this research to find out of the effect of vocabulary learning strategies on vocabulary mastery based on gender differences. This study to identify the effect of vocabulary learning strategies employed by female and male at LBPP LIA Solo in learning new vocabularies on their vocabulary mastery. This qualitative study was a qualitative study proposed by Pawak (2008). The participants
of this research involved 10 male learners and 10 female learners of higher intermediate level at LBPP LIA Solo. The data were collected via vocabulary learning strategy questionnaires (VLSQs), interview and test. The data collected were analyzed qualitatively. The research finding showed that female learner tends to use more vocabulary learning strategies than male did. In addition, the more vocabulary learning strategies applied, the better effect they got in vocabulary mastery.

The fourth journal is Vocabulary strategies was conducted by Mustapha (2011). The objective of this research to find out of the type of Vocabulary learning strategies used by ESL students. The aim of this study, it was decided that the best method for this investigation to better understand the use of VLSs by these particular student is to adopt the qualitative research design. Hence, the method of conducting is an open-ended interview that was conducted individually with ten students at Faculty of Education Studies in UPM. The concluded strategies such as the learning a word through reading, the use of monolingual dictionary, the use of various English language media, and applying new English word in their daily conversation where are related to memory, determination, metacognitive strategies respectively are popular strategies and the learners are keen in using them.

The fifth journal is Vocabulary strategies was conducted by Mchucha and Ismail (2017). The objective of this research to find out of the developing a gamification-based interactive thesaurus application to
improve English language vocabulary. This study aims to explore whether a gamification-based interactive thesaurus app could be used to improve the level of English language vocabulary among student in a public university Malaysia. Five participants two males and three females from four different Faculties were selected as interview participants from an English proficiency class of 22 students. Two of the participants were from the Faculty of International Relations and the other 3 from the Faculties of Forestry, Nature Parks and Recreation, Forest Plantation and Agroforest. Each student was required to respond to a set of eleven open-ended interview question structured to examine their perception towards digital and mobile learning as well as game-based learning.

The sixth journal is Vocabulary strategies was conducted by Osbouei (2015). The objective of this research to find out whether there were significant differences between males and females in learning vocabulary when watching subtitled movies. In total, 24 males and 22 female upper-intermediate students taking English classes in private language institute located in Iran participated in this study and the quantitative analysis of watching subtitled movies of vocabulary tests was conducted. A quantitative quasi-experimental approach with a pre-test and post-test group design. The statistical results showed that first can be concluded that the use of movies with subtitles can improve students’ engagement in learning and learning and retrieval of new lexical items.
The seventh journal is Vocabulary strategies was conducted by Chiramanee (2014). The objective of this research to find out aimed to investigate vocabulary learning strategies employed by Thai university students. The relationship between the students’ vocabulary learning strategies and their vocabulary size was also explored. The subjects of this study were 257 Prince of Songkla University students in the 6 fields of study: medicine, dentistry, nursing, engineering, accounting, hospitality and tourism which will be highly affected by the forthcoming ASEAN Economy Community (AEC) in 2015. The research data were obtained from 2 instruments: the vocabulary learning strategy questionnaire and the bilingual English-Thai version of vocabulary size test. The study revealed that the subjects slightly employed the overall vocabulary learning strategies. Out of 39 vocabulary learning strategies, the subjects employed 2 strategies at a high level, 18 strategies at a moderate level, and 19 strategies at a low level. The subjects’ use of the overall vocabulary learning strategies was moderately correlated with their vocabulary size. Seventeen vocabulary learning strategies were correlated with their vocabulary size at a moderate degree while the rest at a low degree.

The eighth journal is Vocabulary strategies was conducted by Vitayapirak and Rojananak (2015). The objective of this research to find out of the purposes of this study were to find out the vocabulary learning strategies that the second-year students of King’s Mongkut’s Institute of Technology Lakrabang commonly use and compare the vocabulary
learning strategies between good and weak students. The sample was 356 second-year students in 9 faculties: Engineering, Architecture, Industrial Education, Science, Agribusiness Administration, Agricultural Industry, Information Technology, Nanomaterial Engineering, and Management Technology. The research instrument used in collecting the data were a five-point Likert scale questionnaire adopted from Schmitt’s taxonomy for vocabulary learning strategies. The quantitative data were analyzed using the descriptive statistics of arithmetic mean and standard deviation, and independent sample t-test. The results of the study revealed that English vocabulary learning strategies that the second year students commonly use is using an English-Thai dictionary (x = 2.86), strategies that good students use is guessing the meaning from context (x = 3.32) whereas strategies that weak students use is asking their classmates for the meaning (x = 2.85). The result from Independent sample t-test showed statistical significant difference between good and weak students (p=0.00**). This study confirmed earlier reported findings that good language learners are heavily dependent on bilingual dictionaries for their English vocabulary learning.

The ninth journal is Vocabulary strategies was conducted by Boonkongsan and Intaraprasert1 (2014). The objective of this research to find out the present study was intended to examine the effects of 1) fields of study (arts, business and science-oriented); and 2) language-learning experiences (whether limited or non-limited to formal classroom
instructions) on the use of VLSs among Thai tertiary-level students. The participants were 905 Thai EFL students studying in the Northeast of Thailand. The VLS questionnaire was employed for data collection. Descriptive statistics, an Analysis of Variance (ANOVA) and the chi-square tests were performed for data analysis. The results revealed that fields of study and prior language-learning experiences affected the students’ overall VLS use, use of VLSs by the category and the individual strategy levels. The variation patterns of students’ VLS use were found in relation to the two variables.

The last journal is Vocabulary strategies was conducted by Boonkongsaen and Intaraprasert (2014). The objective of this research to find out The present study aims to examine the vocabulary learning strategies employed by Thai-tertiary level students with different genders (female/male) and levels of vocabulary proficiency (high, moderate and low). The VLS questionnaire was employed to elicit the data from 905 Thai EFL students studying in the Northeast of Thailand. Data analysis involved descriptive statistics, an Analysis of Variance (ANOVA) and the chi-square test. The results revealed that students’ gender and vocabulary proficiency level affected their overall VLS use, use of VLSs by the category and the individual strategy levels. The variation patterns of students’ VLS use were found in relation the two variables.

From ten relevant studies above examined there are some aspects of this current research that are similar and different from the previous
studies. The similarity of them is that they have same objectives. They investigated the vocabulary learning strategy used by students. The difference of them is that both previous research focused on the strategy students mostly used and less used in learning vocabulary. This current study aimed to find out the vocabulary learning strategy of Thai students and to explore the problems they faced in learning vocabulary. Moreover, these previous researches belong to quantitative research and used questionnaire to collect the data. This current research is qualitative research and used interview to collect the data. Besides, these all research has the different respondents. It can be concluded that all studies were about vocabulary learning strategy but had different focus and research methods.

B. Vocabulary and Vocabulary Learning

1. Vocabulary

There are many explanations of vocabulary stated by some experts. Read (2000) related vocabulary to words. He stated, “words are the basic building blocks of a language, the units of meaning form which larger structure such as sentences, paragraphs, and the whole texts are formed”. Meanwhile, Ahour & Salamzadeh(2014:1) mentioned that vocabulary is central to language and language learning and vocabulary learning is crucial to the language learners. In the domain of second language learning, it is widely known that vocabulary is necessary part of
the four language skills. Vocabulary is one of the important language elements that support the skills of speaking, listening, reading, and writing (Carranza, Manga, Dio, Jamora, & Romero, 2015).

Yang and Dai (2012) define that vocabulary is the most sizable and uncontrollable component in the learning of any language, whether first language or second language. No language acquisition can take place without the acquisition of word. In addition, Hiebert and Kamil (2005) stated vocabulary as knowledge of words and words meaning in both oral and written and in productive and receptive forms. More particularly, learners must know kinds of words that will increasingly their comprehension in reading a text.

2. Vocabulary Learning

Vocabulary learning means learning about the words or new vocabulary, and also about how to use the vocabulary into correct usage. It is determined by the context where it is formed and its relation to other words Agusta (2015:34). Learning vocabulary is acquiring the words with their meaning, whether through some direct link or translated into first language (Cook, 2008). According to Harmer (1991), vocabulary learning is more than presenting new words and of course it has its place but there are other issues too. Vocabulary learning is not only interaction but also discovery techniques for the beginners. Harmer (1991) concluded that knowing a word means knowing about meaning, word use, word formation, and word grammar. The learners need to know
more of vocabularies. It means that the students need to memorize and recall a lot of vocabulary that have been mastered.

From the discussion above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in a language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English. Moreover, vocabulary is one of the language aspects that should be learned. Vocabulary learning is a set of learning words also learning how to use strategies to manage the unknown or unfamiliar words. Vocabulary mastery is important in order to be able to speak, write, and listen learners have to know vocabulary first. It is the basic in learning English language. The richer the vocabulary that can be mastered by the students, the better the skill that can be reached by the students in using language.

C. The Importance of Vocabulary in Learning Language

Vocabulary plays important roles in language learning. The more students know the vocabulary, the more they develop their four language skills. According to Carranza, Manga, Dio, Jamora, and Romero (2015:67), vocabulary is a necessary part of the four language skills. Vocabulary is one of the important language elements that encouragement the skills of speaking, listening, reading, and writing. It also helps in verbal communication and understands information.
The following experts propose the idea of the importance of vocabulary in language learning. McCarthy (1990) stated vocabulary is the largest component in any language. No matter how well the students learn grammar, no matter the successfully the sounds of L2 are mastered, without words to express a wide the meanings, communication in L2 cannot happen in any meaningful way. Similarly, Fisher and Frey (2014:56) mention vocabulary is a meaningful predictor of overall reading comprehension and student performance. When the reader knows a lot of words, they can read more complex texts. When writers know more a lot of words, they can compose more refined documents.

According to Rush (2010), the more learners have word that allow learners to use more descriptive words to better communicate their mind in their activity such as write an essay because, in writing, learner should master more than 1-2000 words. It will also allow learner to better understand information that they are reading or listening, thus increasing their memory. Rush (2010) stated that having more vocabulary is not only important to help your verbal communication flow and avoid using noises such as, "umm" and "uhh" but also able to use more various words in speaking. Furthermore, the more vocabulary students have, they will more understand in speaking, writing and express the mindset either oral or written. In opposition, the
less English vocabulary that students have, it makes difficult to understand to speech.

In addition, Alqahtani (2015: 35) said a little of words can make leaner difficult in communication because vocabulary learning is significant in learning a second language. Schmitt (2000:55) stressed that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. The importance of vocabulary has shown in school and outside. According to Alqahtani (2015:13), the acquisition of vocabulary is crucial for successful second language use in the form of speaking and writing text. They also argue that if without wide vocabulary, maybe they will not use the structure and functions for comprehensible communication.

It has been shown that many researchers argue that vocabulary is a pillar in learning a language. Vocabulary is one of the most important for mastery of a language. We can conclude that without grammar book, we still can speak English even there are not perfect. But if we carry dictionaries we can do it well. Regularly report that the lack of vocabulary is a major problem.

D. The problems Faced by Students in Learning Vocabulary

Vocabulary is an important aspect of language learning. Learning vocabulary also needs a process. However, many students face difficulty in mastering vocabulary when they are learning.
According to Harmer (1991), the problematic issue of learning vocabulary is meaning. Some words have more than one meaning. We know that book means a collection of words between covers. But, of course, that book has much meaning. The point is even there is the same collection of sounds and words can have many different meaning. The second is words have synonyms. When we say bad and evil, these words are quite same in meaning. The word used depends on the context and situation. Sometimes, it is difficult to find the real synonyms. Sometimes, it is difficult to find the real synonyms (Harmer, 1991:12).

According to Wu and Huang (2017), vocabulary is the critical element for language learners. It is developing skill vocabulary knowledge in their communication. However, learning the second language is difficult and stressful. Students feel boring in memorizing vocabulary, and they lack motivation in a learning activity. Similarly, Shelby (2017)said exactly, there are few difficulties in vocabulary learning. The vocabulary is the most difficult aspect of learning a second language. They should concentrate first on learning the most frequently used. The multiple sense English words and synonyms are common difficulties for foreigner learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. In short, the influence of L1 on the
ESL word recognition. The learners often have trouble with word form. Learners often transfer their first language processing into the second language. Students have difficulties with the spelling of English vowels (Saigh & Schmitt, 2012).

Besides, the problems student faced when learning vocabulary are the pronunciation, the spelling, the word “s” idiom, false cognates and distinction between homophones. Moreover, the problem is also in deciding which words are worth learning and how to organize the vocabulary Rush (2010).

In summary, there are some problems faced by students in learning English. The students are weak in pronouncing, spelling, the word “s” idiom, false cognates and distinction between homophones. They cannot distinguish similarities words. The student just knows the basic words without familiar how to spell them. Besides that, they just have a few words. Therefore, they find difficulties when they use it to speak, write and son.

E. The Strategies in Learning Vocabulary

Vocabulary is essential in learning a second language. Most of the language learners know that vocabulary is important, but they do not aware of the fact that the vocabulary learning strategies can help them learn vocabulary successfully. Learning strategy is the way that they acquire for information they do not know. Vocabulary learning
strategies (VLSs) “are steps taken by the language learners to learn new English vocabulary” (Mustapha & Asgari, 2011:85). There are a wide range of vocabulary learning strategies that are proposed by the researcher. Mustapha and Asgari (2011) divided these strategies into three main categories: “Metacognitive”, “Cognitive”, and “Socio-affective” strategies.

Based on Cook (2008: p34), there divide the strategies for understanding and learning vocabulary into two strategies. There are strategies for understanding the meaning of words and strategies for acquiring words.

There are some strategies to learn the meaning of words. There are set below:

1. **Guess from the situation or context**

   This is the natural process of getting the meaning for unknown words. Learners generally guess words from the context. For example, at a restaurant table; the learners might be exposed to unknown words and they can guess the sentence into „Are you waiting for somebody? “ „Can I borrow this chair? ” „Could I sit down here? “. Guessing is the most commonly used strategy in a second language, and exactly it can go wrong or right understanding.

2. **Use a dictionary.**

   This is the most popular way of getting the meaning of new words. Dictionary can be used in all skills, it is used minimally in speaking,
but it is important during reading and writing. Students regularly use it as a supporter for irregular word. Many students seem to use a pocket electronic dictionary to find the meaning of words.

3. **Make deductions from the word form**

Another way of discovering the meaning of words is to try to deduce it from its actual form. More than 50 percent of students in Schmitt’s survey found this is a useful strategy. The word „regolith” they faced in other words with the morpheme „lith”, such as in „megalith”, can be understood as a big stone or it can be guessed that „lith” is something to do with stone. Besides, Taylor (1996) practice word forms by getting the students to do the reverse operation of adding prefixes such as „un-” or „in-” to words such as „efficient” and „sociable”.

4. **Link to cognates**

One more way is to link the words with its cognate word. This strategy is popular in Schmitt’s survey. Many languages have words that are similar in form, particularly if the languages are closely related. For example, English „chair” versus France „chaise”, it is a similarity in pronunciation so, students are easy to link the words with the root or cognate of words.

5. **Strategies for Acquiring words**
This is another strategy to remember the words. Some of the strategies that learners use are set out below:

a. *Repeating and rote learning*

   The common way to remember the word is to keep practicing. It repeats the word again and again until the learners know it by heart. Repetition of the words by using flashcard also common in learning language, by taking out the ones known until none are left.

b. *Organizing words in the mind*

   Much teaching of vocabulary implies that the effective way of learning vocabulary is to organize the words into groups in our mind. Students should have activity in learning vocabulary before they start to get the lesson. Organizing may consists of putting related words in a word map. Such as getting students to fill in empty bubbles in a diagram that link „Air travel' to „Luggage'. Another way is thinking about the words from, say word endings such as „-er” or prefix such as „con-„. Organizing the words in groups by common morphology linked to meaning may be a useful way of remembering them.

c. *Linking to existing knowledge*
This strategy is also a common way of remembering new vocabulary. This strategy exploits the different memory systems in our minds for linking new information to old. Another way of remembering vocabulary is by linking what is learned to something already known through mental imagery. Such as to remember new vocabulary, think about the picture that reminds you of the word, but first you need to memorize a simple scheme for string information.

By the classifications of vocabulary learning strategies above, there are many strategies that have shown by experts. It could be summarized that the vocabulary learning strategies that are proposed by the experts have similar purposes. The purposes are improving vocabulary by learning and memorizing for a long period time and mastering vocabulary by stimulating students’ cognitive or metacognitive strategies.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses and explains about research design, subject of the research, technique of the data collection, technique of validating the data, technique of the data analysis, and technique of the data interpretation.

A. Research Design

This research aimed to investigate the strategies of Thai students in learning English vocabulary. In this research, the researcher chose qualitative method. This is because the researcher wanted to know the students’ difficulties and strategies in learning vocabulary as deeply and clearly as possible. A qualitative method is a method of research which uses descriptive data such as written word, oral words from someone and someone’s behavior which can be observed (Creswell, 2012). Further, Creswell (2012) also stated that the qualitative method focused on the words rather than numbers, no statistical procedure. The source of data can be taken through research object. In this research, the researcher looked at the reality of the fact focused on words, described and explained the subject and the object of the research deeply. Therefore, qualitative method is suitable for this research.
B. The Role of the Researcher

In this research, the researcher created the interview guideline to get the answer for research question. Then, the researcher contacted Thai students asking them to be the participants. Based on the researchers’ experience, the researcher knows well about Thai students that fit with this research problem. The place to have an interview was my boarding house. This research took around one week to conduct the interview. The researcher asked the participants one by one to make them more relaxed and confident in giving the answer. During the interview, the researcher used a mobile phone to record and wrote a note from their answer. The interview question used Thai language because this is their first language and the researcher expected that they could give the answer based on the research question well. The researcher coded their names into participant one, participant two, and so on. The real name of each participant was not revealed by the researcher.

C. Subject of the Data Collection
The participant of the research were two students of firth semester, three students of fifth semester, and five students of seventh semester. All of them are Thai students who study in English department at IAIN Salatiga. The participants were asked to fill the questionnaires and answer the question of interview. Based on their experience, they had problems in learning English vocabulary. The target participants were ten Thai students of English Language Department at IAIN Salatiga.

D. Technique of the Data Collection

According to Cohen, Manion, and Morrison (2011:32), an interview is a qualitative instrument that is a flexible tool to the data collection. It can observe their body language, their words and also can ask deep problem and participants are free to answer. In addition, Cohen, Manion and Morrison (2011:23) stated that interview guide approach is the way that the researcher asks participants to gather data with the clear topic and research questions. It develops an outline of interview questions and the outline is not structured. So, the researcher used this type of instrument to make the participants more relaxed and it is the best way for the researcher to get the true data from participants.

The interview questions of this study used open-ended structure to make the participants free to answer with no limitation. Cohen, Manion and Morrison (2011:23) supported that open-ended structure is flexible. The researcher can ask in-depth and clear up any misunderstanding; the questions form will begin a general statement to more specific one. The questions format is indirect format.
Indirect questions ask the participant in general to the desired information that makes participant less fear to answer. It makes the participants not feel forced and feel relaxed to answer (Cohen, Manion, & Morrison, 2011: p45). The response modes of participants are unstructured response. Participants can give the answer what they want to share with no limitation. The unstructured response allows the participant to give the answer whatever way they choose (Cohen, Manion, & Morrison, 2011:61). From the method above, the researcher made participants feel relaxed in answering while the interview. The interview asked the participants with questions as prepared in interview guideline.

E. **Technique of Validating the Data**

According to (Creswell, 2007 cites and Creswell, 2013: p.261”), validating finding means that the researcher determines the accuracy or credibility of the finding through strategies such as member checking or triangulation. He also stated that “qualitative researchers do not typically use the word bias in research; they will say that all research is interpreting, and that the researcher should be self-reflective about his or her role in the research, how he or she is interpreting the finding, and his or her personal and political history that shapes his or her interpretation. In another word, he also stated that the intent of validation is to have participants, external reviewers, or the sources themselves provide evidence of the accuracy of the information in the qualitative report.

According to Olsen, (2004) in social science, triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types, known as data triangulation, is often
thought to help in validating the claims that might arise from an initial pilot study. However, to validate the data the researcher uses Triangulation as a validation strategy, Flick (2004). Triangulation of data combines data drawn from different sources, at different people, and different problems.

However, in the interview, the researcher will give lead questions that mention in the part of objective study to ask Thai students and led them answer by suggestion or recommendation from the researcher. However, the interviewing will be recorded.

F. Technique of the Data Analysis

In the data analysis, there are a process of transcribing and putting the data in the correct order and then analyzing them. The researcher transcribed the result of the interview into words in Thai language. The answers were the original statement and each participant had the same questions. The result from the interview or recording was transcribed into data text, word by word.

1. Transcribing

Transcribing is to transcribe data from original encountering oral and interpersonal to written language. The researcher put all information from the answer that has been recorded to be a transcript. The transcript can become obscure between the researcher and original statement of interview. So, the researcher did this step honestly towards the result gained from the participants. Cohen, Manion, and Morrison (2011:68) mentioned. The researcher did member checking of the transcription. The researcher showed the transcript of the
interview to the participants to check. The researcher found the data were unclear, so the researcher asked the participants to clarify during the member checking. The result of the member checking was that the participants clarified and agreed with the data and also understood that the data were not manipulated. Related to Cohen, Manion, and Morrison (2011: p42), member checking is the way that researcher checks out the result from interview to know the information clear or not, because it is possible that result does not answer the question or forgetting in some detail. This confirms that this study has no incorrectness in the process of interview. The Thai transcription then was translated into English.

2. Coding

The researcher did coding. They were open coding, analytic coding, selective coding and axial coding to identify the data. Open Coding is giving a label or name of the statement and make a category. Open coding means an ascription of a category label to a piece of data that have been collected. Also, the researcher identifies the similar information to make the researcher easier to search and retrieve the data in terms of those items that have the same code (Cohen, Manion, & Morrison, 2011: p98). Then, there was analytic coding. Analytic coding is a critical step in coding. It is broken down information or data into smaller point unit. An analytical coding might be from the theme or topic of the research (Cohen, Manion, & Morrison, 2011: p98).
In the next step was axial coding. Axial coding identifies and categorizes the similar ideas or statement to one group. It will connect the codes and subcategories into a larger category of common meaning or have the same meaning that is shared by the group of codes in questions (Cohen, Manion, & Morrison, 2011: p37). The last was selective coding. It is selecting the same answer into one form. Selective coding identifies the core category of text data and gather the same point to form a theory (Cohen, Manion, & Morrison, 2011: p37). According to Cohen, Manion, and Morrison (2011: p78), this step is quite the same as axial code, but it should be greater level abstraction than an axial code. Moreover, after the researcher did the coding, the researcher made a report of finding in the descriptive report.

**Coding of Subject**

**Table 3.1**

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<td>8.</td>
<td>Students Thailand 8</td>
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</table>
G. Technique of the Data Interpretation

Interpretation involves making sense of the data as described by Lincoln and Guba (1985: p89), Creswell, (2002: p26), Interpretation in qualitative research means that the research steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of findings and discussion about the problems and strategies of Thai students in learning English vocabulary. There are three main points that are explained in this part based on the three research questions made by the researcher. First, it presents the general strategies of Thai students in learning English vocabulary. Second, this section also discusses Thai students’ problems in learning English vocabulary. Third, it reports the Thai student's strategies used to solve those specific problems in learning English vocabulary.

A. The Strategies of Thai Students in Learning English Vocabulary

The first objective of this research is to find out the kinds of general strategies used by Thai Students. To gather the data, the researcher took Ten participants to find the strategies. Based on Thai students’ responses, the researcher found out that Thai students have many strategies for learning English vocabulary. The results of the interview will be presented in the following section.

a. Using dictionary

Two of the participants stated that using dictionary was one of the strategies used in learning English vocabulary. She mentioned that she used dictionary to find the meaning of words. St.1 said, “I memorize the word by using a dictionary” In line with this statement, she also said, "I find the meaning of unknown
words from a dictionary.” Then, the St,2 said that when I have a new word, I will use a dictionary because it makes me remember a long time. Dictionary is one tool that the participant uses to learn English vocabulary.

St,1 and St,2 used a dictionary as her strategy in learning English word. This is in line with Cook (2008) who said that using a dictionary is one of strategy to learn vocabulary with the meaning of words. A dictionary can be used in all skills, it may be minimal in speech, but it is important during reading and writing. It also tells learner about grammar and pronunciation. Harmer (1991) also support that many teachers would still prefer students to use a dictionary in learning English. It is an easy way to find things out and it has clear definition and useful information.

b. Memorizing Vocabulary

The second strategy is to memorize the word. There were two participants who had same responses that they learn new vocabulary by memorizing. This has been stated by St,3, said that “I memorize the word by using a dictionary” and “I memorize 10 words at a time” She mentioned that she memorized word in learning a new word and the way she did was she memorized 10 words at a time. The St,4 stated, “The first strategy I used in learning vocabulary is memorizing”. This strategy was also one of the most strategies she used in learning English vocabulary. She mentioned, “I use
memorizing word the most, it is just a habit. Because starting from kindergarten the teacher always asked us to memorize”. In addition, she also said, “I think this strategy is convenient for me. I feel comfortable to do that”.

Based on the explanation above, some Thai students used memorizing word as a strategy in learning English vocabulary. According to Chamot (2005:27), most students were willing to adopt memorization strategies for learning vocabulary. The memorization strategies had been helpful in learning new vocabulary. It seems that memorizing is also beneficial to increase Thai students” knowledge about vocabulary.

c. Writing down the word

Based on the participants” response, the third strategy to learn English vocabulary was writing down the word. The St.4 said, “I will write down the word I don’t know”. Then, the St.5 stated, “Practicing writing a word and meaning” Further, St.5 said that “When I have a new word, I will write it first”. The St.6 said, “I generally learn vocabulary by listening to music by writing the lyric of the song”. The St6 also mentioned that he used to write down the word as the most strategy used. St.6 said, “I use writing because I can memorize word while I write a word and it makes me remember the word easily.”.
It means that after memorizing new vocabulary, one thing that a student can do is writing down the word. Writing helps students remember the vocabulary that student found easily. Chamot (2005) also mentioned that writing strategies could be beneficial for the second language learners when they find the word they need to remember. Writing down the word can help them to link their ideas with coherence and produce an appropriate target. This is one of the technique that help students keep remembering the word and make them write the word correctly.

d. Listening to Music/news

According to the participants’ response, three of ten participants used this strategy in learning a new word. Listening to music is an enjoyable strategy that they use in learning English vocabulary. St.7 said that “I used to listen music” and “I listen to the news in English”. St.7 not only uses listening to music but also uses listening to the news to increase her vocabulary. St.8 said, “I generally learn vocabulary by listening to music by writing the lyric of the song. The last, participant ten said, “I like listening to music. Listening helps us practice pronouncing word and correct accent. Listening to music is also one of the most strategies used by these three participants. Besides, this strategy is enjoyable and also a relaxed way to learn new word such as stated by the participant. St.10 said, “Listening to music makes me more relaxed to learn a new
word” and “I think we can listen whenever we want when we are free. In addition, St,10 also mentioned, "Music also makes us feel relaxed. If we do not understand the word of a song for the first time, we can listen to it several times. Then, find the word we do not know the meaning. It is the best strategy for me to learn English word.

Based on the finding, it can be concluded that most of Thai students in this study prefer listening to music in their learning English vocabulary. It is supported by Maulaya (2008:28) who said that the use of the song is effective to make students remember the word easily and feel more motivated in learning because they learn in an interesting way. Besides, learning vocabulary through song help students get the word and meaning easily. Learners could enjoy and feel happy while learning. The participants have the same view with this expert showing that this strategy is effective way and improve their language skill.

e. Watching a movie/ Video

The next strategy based on first and second participants statements was watching video and movies. St1 responded, “I also like watching a movie. She learns new vocabulary by watching a movie. In the movies, there are a lot of new vocabulary usually used in daily activity, so the student could learn by watching the movie. Another strategy is to watch video. Participant four stated, "I watch English video. Video here means video of native speaker talk.
It can be concluded that some of Thai students used watching movie or video as the strategy to learn a new word. Sabouri and Zohrabi (2015:10) stated, many researchers investigate that using movie and subtitles is improving general L2 reading and listening comprehension. Students can learn some words and phrases used in the movies and learn how to pronounce a word by subtitle. This strategy is beneficial for students in finding the new word and for correcting the pronunciation of a word. Watching a movie or video can be interesting and improve students' vocabulary. This strategy would not make students feel bored in learning English vocabulary.

f. Using English application

The researcher found that there are three participants who use an application in the hand phone as one of the strategies to improve their vocabulary. It seems that using English application as needed by the Thai student in this IAIN. St,1 said, “I also used TED Talk, it is an application that we can learn English. St,1 mentioned more, “TED talk is useful. We can use it whether in Thai language or English and “TED talk is easy to understand. So, this strategy is mostly used by her.

St,3 also said, “I read a Webtoon and “I search in translation application. In addition, St,3 stated, “I read a news in BBC like sports news and Politics news. When I saw the unknown word, I underline that word and find the meaning from dictionary application. St,3 uses
many kinds of English application to learn a new word. Furthermore, the student also used a game in learning English vocabulary. This statement is in line with what the St,1 said, “I play a game in the application in the phone, game about English vocabulary.

From those explanations, it shows that Thai students in this study used various kinds of English application in learning English word. Using English application look is student needed by the students. It is based on BAŞOĞLU and AKDEMİR (2010:78) who stated that mobile technology is getting more popular now, it gains more importance part of language learning. Additionally, it is stated that mobile phones are the most frequently used. Even though the use of mobile phones in learning is limited, the result shows that it has positive effects on the learning process. This is modern tools that would be used by students now. This strategy is helpful for students and it is easy to use, and also saves time. This way seems is also a popular way for Thai students in acquiring new word.

g. Repeating and Practicing

The researcher has found that all of the participants of this research show the same way that they keep practice to learn a new word. This is what all participants said, "I also keep practicing and I will use that word by using in the class and speak in daily conversation. In addition. St,2 mentioned, “Then, I also practice writing. She used a strategy of practicing by writing. She still keeps
practicing. This strategy is also the most strategy used by St,2. Furthermore, participant two responded that she repeats the word in learning English word. St,2 said, “I always repeat vocabulary.

It can be concluded that students use different ways in practicing to increase their vocabulary. Students have their own ways to practice in learning English vocabulary. The repetition and practice are a common way of remembering the word. Learners usually repeat the word again and again until they know it by heart (Cook, 2008). More practice could help students improve their vocabulary knowledge. When they always use the word, it makes them automatically have that word in mind. It could increase their vocabulary and learn the language easily. Brester, Ellis and Girad (2002) supported that learners often repeat word and phrase in order to become completely comfortable with the sound and meaning of that word.

h. Reading book novel

Reading is one strategy that learners use in increasing vocabulary. There are so many kinds of English book available to read.

According to this statement, St,3 said, “I read a Webtoon. St,4 stated, “Sometimes, I also read a book and Mostly, I read novel or comic in English. These Thai students prefer to read non-academic book like English novel, cartoon, and others.
It has been shown that Thai students in this study used various books in learning English vocabulary. According to Krashen (2018), more comprehensible language learning is more vocabulary acquisition. He asserted that learners who perform better on vocabulary test spent more time doing in reading. Based on this finding, everyone has their own willingness to choose the book to read for increasing their vocabulary.

i. Translating

Another strategy that Thai student used in learning English vocabulary is a translation. There is only one participant mentioned that he used this way. St,9 said, "I translate a word in Thai. She mentioned that the way she uses to obtain new word is to translate English word in Thai.

It can be concluded that some student still translates an English word into Thai language in getting a new word. Brester, Ellis and Girad (2002) stated that translation is one technique learners can use in understanding and learning the meaning of new word, this technique saves a lot of time. The Thai student also uses this strategy to acquire new vocabulary.

j. Making a sentence

This strategy is also the way to learn a new word by learner. From the researchers’ interview, there was a participant who stated that she also used this way to practice learning new word. St,7 said, "I
make a sentence then speak in front of a mirror. St,7 was the only participant who used a strategy of making a sentence to improve vocabulary.

k. Using mirror

This finding is quite different from other strategies. Mirror is a tool that the student used to practice in learning English vocabulary. Participant St,10 stated, “I make a sentence then speak in front of a mirror. This is the way she practices getting a new word in the long term. Using mirror as a tool was used when practicing a new word.

From the explanation above, the researcher sees that some student tries to learn a new word by something she always does. In this case, it is a common for a woman to see herself in a mirror and it is applied for learning new vocabulary especially when speaking. Based on Rettobs’ (2017) study, it shows that students moderately practice presentation in front of mirror to prepare before presentation. It represents that some students also used this way to practice new vocabulary.

B. Thai Students’ problems in Learning English Vocabulary

This research revealed the participant's response related to their problems in learning English vocabulary. Based on the participants’ responses, the researcher found that there are six problems in learning
English vocabulary faced by Thai students. From the data, the students have difficulties when they learn a new word.

Basically, the main problem of learning vocabulary is not knowing the meaning of a word. It is supported by Harmer (1991:67) who said that the problematic issue of learning vocabulary is meaning. Students do not know the meaning of a word. The point is the problem which comes from the students who do not know the meaning of vocabulary. There are many aspects which make students not know the meaning of word. The finding will be reported in the following section.

a. Advanced lexicon

The first problem faced by Thai students in learning English vocabulary is advanced lexicon. Advance lexicon is high vocabulary that may have difficulties in spelling and writing. There are two participants who mentioned that they have problems with an advanced word. St,3 said, "I don’t know the advanced lexicon. Another participant also explained that advance word was a big problem for her because the advance word affected many skills such as writing and spelling. This is what the St,4 said, “If we are in higher level of study, we will face with a difficult word or advance lexicon. It is difficult to stress in pronouncing, write, and spell the advance word” Another statement was, "Advance word is hard to memorize."

The description from the paragraph above indicates that the advanced word is a big problem for some Thai students. These two
participants need more practice in learning higher word because this will affect others' skill. Vocabulary is the most sizable component and seems to be important. Further, the more learners know the meaning of vocabulary the easier to learn that language (Yang & Dai, 2012). Therefore, students must have a lot of vocabulary and they must acquire more about advanced words to be easier for them in learning English.

b. Forgetfulness

The second problem was based on the participants’ responses that they forget vocabulary easily. The participants found that the obstacle of them in learning English vocabulary is easy to forget the word. There were three participants having the same responses. Participant one, two, and three stated, “The problem is easy to forget the word.

Six of ten students have problems in learning the word when they found a new vocabulary and it was difficult to remember. It may be related to how they keep practicing the word. If students always practice the word, it is likely for them to remember that word. This statement is in line with Arifiani (2017:89) who stated that when students do not practice the word they have got regularly, it would make them forget the words easily.

c. Synonym of a word
The third problems that Thai students faced were the synonym of the word. There is only one participant who stated that she has a problem with a synonym for learning English vocabulary. She said, "The problem is a synonym of the word.

According to Harmer (1991), the second problem in learning vocabulary is words have synonyms, for example when we say bad and evil, these words are quite same in meaning. The word used is depends on the context and situation. Sometimes, it is difficult to find the real synonyms. Sometimes, it is difficult to find the real synonyms (Harmer, 1991). In line with Harmer”s statement, the Thai student considered synonym as a problematic issue of learning vocabulary.

d. Pronunciation

The next problem is pronunciation. Pronunciation is the way in which a word is pronounced. Based on participants” response, both participants explain that the problem in learning English vocabulary is about pronouncing the word. St,4 stated, “The main problem is about pronunciation” (P4.16). The pronunciation looks as a big problem for some students because it depends on their pronouncing a word. This statement was according to St,3 who said, “How to pronounce of vocabulary. Sometimes, if we pronounce vocabulary wrong, it can change the meaning of vocabulary.
From the explanation above, the students understood that they had to have correct pronunciation when learning English vocabulary. If they are mispronounced, it affects other people who do not understand, and it can change the meaning too. It is in line with Rush (2010) who argued that the problems the students faced when learning vocabulary are the pronunciation, the spelling, the word “s” idiom. In this pronunciation aspect, the students who still find the difficulties to pronounce some words should learn more or practice more about pronouncing the word.

e. British or American lexicon

Based on the researchers’ interview, there was a participant who revealed that he faced the problem with British and American lexicon in learning English vocabulary. According to St.8 the problem was, “It is about accent, we must think that we will use British or American lexicon. In addition, she said, “Some of the word are different in writing and reading but it is same in meaning.

To conclude, both British and America lexicon also affected the students in learning vocabulary. Students should think which accent they would use. Further, in many words, both accents are quite different whether in writing or reading that made students feel complicated to learn a new word.

f. Feeling lazy
The last problem that participant responded was feeling lazy to learn a new word. This statement was according to the participant ten stated, “The big problem is lazy and “Some words are difficult to pronounce and that makes me lazy to keep memorizing.

According to Wu and Huang (2017), vocabulary is the critical element for language learners. It is developing skill vocabulary knowledge in their communication. However, learning the second language is difficult and stressful. Students feel boring in memorizing vocabulary, and they lack motivation in a learning activity. This statement is same as the participants’ response that the difficult words have an effect making the students lazy to learn. The students feel bored and lazy to acquire new word. Moreover, students might lack motivation in learning vocabulary.

C. Thai Students’ Strategies used to solve the problems In Learning English Vocabulary

Related to the certain strategies used to solve the problems in learning English vocabulary. The researcher had gathered the data through the interview from fourteen participants. There are many strategies that they used in learning English vocabulary.

The strategies they used to solve their problems are explained below:

1. Strategies dealing with advanced lexicon.
There are two participants who have this problem and both of them use different strategies to solve their problems. They are mentioned below:

1.1. Using dictionary

Using a dictionary is one of the strategies to learn vocabulary dealing with the meaning of words. Students can find the meaning of an unfamiliar word and check the information about grammar. St,1 said, “I used a dictionary to find the advanced word. It is like when I saw the advanced word then I used a dictionary to find the meaning of that word. She argued that using a dictionary is the way for her to solve the problem about an advanced word.

1.2. Memorizing word

The memorization strategies had been helpful in learning new vocabulary. It seems that memorizing is beneficial to increase Thai students’ knowledge about vocabulary. They can memorize word to get the meaning of an advance word. It is based on St,2 who said, “The first problem is advanced lexicon, to solve that problem we memorize the meaning of that word. She mentioned that she memorized word and meaning to help her remember the advanced word.

1.3. Practicing

St,2 also mentioned that “Keep practicing like memorizing that word in more time. She also keeps practicing the word she got to
add her vocabulary. Students should practice more in learning English vocabulary. Practice is a common way to remember words. Learners usually repeat the word again and again until they know it by heart. It is the way for students to easily get the new word.

1.4. Writing down a word

Writing could help students easily remember the vocabulary that the student found. Participant two said, “Write down a word and meaning. The last strategy that she used to solve the problem its dealings with advanced word is to write down the word and its meaning. This is the technique to help students keep remembering the word and improve them to write a word correctly.

From each explanation above, there are two students who faced advanced word as their problem in learning English vocabulary. Both of them used different strategies to solve their problems. St,1 only used a dictionary to find out the meaning of an advanced word and St,2 mentioned that she used three strategies to solve this problem which are memorizing word, practicing, and writing down the word. Each participant chooses the strategy they feel useful and easy to use to solve this problem. Students mostly used the strategies that they perceive was useful. Then, they always used it more often than strategy that they perceive was not useful (Chamot, 2005).

2. Strategies dealing with forgetfulness.
There are three students mentioned this problem in their response. Every student uses different strategies to solve their own problems which are mentioned below;

2.1. Practicing and repeating

Using in daily conversation or repetition words are the strategies to solve a problem used by two students to help them remember the word and its meaning in learning new English vocabulary. St, 3 said, “we need to always use words that we got, to make us not easily forget like trying to always use words and always speak with friends. She said that she should always use vocabulary her got such as used to speak with a friend to help her remember the word in the long term. The other participant mentioned that repetition can help him to solve the forgetfulness. When he gets new vocabulary, he tries to repeat a word. St, 6 said, “I solve the problem by always repeating. Keep repeating the word. This repetition strategy was considered to be suitable for him to keep the word he had got.

2.2. Writing down the word

The second strategy that the students used to solve the problem was writing down a word. Writing the word was also common for Thai students to solve a problem about forgetting the word easily which is started by St, 5 “I write that word; it makes me easily remember when I face that word again. So, she mentioned that
she writes down a word she got is helpful. It is easy for her especially when she faced that word again.

Easily forget the word is the problem that was mentioned by three students who are St,4, St,5, and St,6. All of them have a different way to solve this problem. There were many strategies that were mentioned by them, but for this specific problem, St,4 and St,6 choose to solve by practicing or repeating the word, and St,5 used to write down the word. Both of these strategies have a different step in doing, but it has same aim that will help them always remember the word. When they always used the word, they got either by repeating or speaking with friend, they will not easily forget the word.

3. **Strategies dealing with synonym.**

There is only one participant who has this problem, but she used numerous strategies to solve her problem dealing with synonym. They are as follows:

3.1. Practice in making a Sentence

Practice making a sentence was also used for Thai student to solve the problem about synonym of the word. St,7 said, "About the synonym, I should look at the sentence to know whether the word is appropriate or not. It means that I should have more practice in making a sentence. Based on this statement, she explains that she should practice making a sentence to help her be familiar with a synonym of the word.
3.2. Using Internet

The participants’ response showed that beside practice in making a sentence she also used the Internet in solving her problem. This statement was mentioned by St.9. She said, “I find the words from the internet. The Internet is useful for students to get the information of word, learner can search whatever they want to know. This participant explained she found the synonym of a word from the Internet because there are a lot of synonyms of words provided in the Internet that is easy to use.

3.3. Memorizing word

The last strategy that Thai student used to solve the problem about synonym is memorizing the word. Memorizing word is a basic way and easy to do in learning English vocabulary. St.3 said, “Then, I memorize word. After she got the knowledge of synonym, she would memorize the word to solve her problem.

From the participants’ responses, it has been shown that synonym of a word is also a problem for some Thai students in learning English vocabulary. This particular student gave a clear answer that she used several ways to solve problem started from using the word by making a sentence, using the Internet, then memorizing
the word she got. This is a good way to solve the problem. This is in line with (Chamot, 2005); (BAŞOĞLU & AKDEMİR, 2010).

4. Strategies dealing with pronunciation.

Two participants mentioned that pronunciation also is an obstacle for them. Both of them have the same responses that they use listening strategies to solve their problem.

4.1. Listening

Two participants have the same responses that they used listening to solve the problem of pronouncing a word. Participant three said, “I listen frequently like listening to video of native speaker talk. In addition, he said,

"I listen to music” (P3.28). Besides, St,4 said, “I listen to a word by using translation app. She also said, “I listen to a word sound by using English dictionary Application. Moreover, "I use Google translate voice to check the accent and pronunciation of the word. Dictionary application as one of strategy looks popular use for St,4 to help her learn in pronouncing a word.

It can be concluded that both students used different tools to practice pronouncing the word. The first participant listened to native speaker talk video and music while the second participant used English dictionary application or translation application in learning pronunciation. Every student prefers using the tool based on their familiarly.
5. Strategies dealing with British or America lexicon.

This is the problem based on participant three. There is only one student who has this problem and he uses only one strategy to solve his problem which is mentioned below;

5.1. Using Internet

From the participants' responses, St.8 has a problem with British and American lexicon. She felt confused which the accent he would use in learning a word. Participant three said, "An accent? I also use the internet, it helps me more in finding the meaning of word, to find the information of British and American lexicon. When he faced with this problem, he decided to use the internet to find more words and the meaning of different accents.

From that finding, the participant has a problem with British or American lexicon. The internet is one of method that is appropriate for a student to solve this problem. A student can find the word from the Internet and it can help a student in increasing vocabulary knowledge. Besides, this way is easy to use and save time.


There is only one student has this problem. The strategy to solve her problem is mentioned below;

6.1. Writing down the word
Writing seems like the one of an effective way to learn vocabulary. Participant four stated, “If I lazy to memorize I change the way to write down vocabulary instead. Writing helps students easy to remember the vocabulary that student found. This student said if she felt lazy she prefers to write down the word instead.

In short, based on feel lazy problem, a student chooses writing to improve her knowledge of the word. Writing strategies could be beneficial for the second language learner when they find the word they need to remember, writing could make her easy to remember the word.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion. The first part is the conclusion based on the research findings. The researcher presents the summary of the answer to the three research questions. Then, it is followed by suggestions.

A. Conclusion

The first research question is to know the Thai students’ strategies in learning English vocabulary. The findings show that ten Thai students generally have various strategies in learning English vocabulary. Students have their own ways to practice in learning English vocabulary.
The second research question is to explore Thai students’ problems in learning English vocabulary. According to the research finding, it was revealed that among fourteen Thai students, there are six problems that the students faced. Every student had difficulties in learning English vocabulary. The problems dealt with advanced lexicon, forgetfulness, synonym of a word, pronunciation, British or America lexicon, and feeling lazy.

The last research question is to identify the specific strategies that Thai students used to solve the problems in learning English vocabulary. Every student has their own strategies to solve such problems based on their feeling of the appropriate use. The common strategies they used to solve the problems related to an advanced lexicon are by using dictionary, memorizing word, practicing and writing down the word. The strategies to solve the problems related to the forgetfulness are by writing down the word and repeating. The next problem related to the synonym of a word was solved by making sentences, using the internet and memorizing words. The pronunciations’ problem was solved by listening to music or video of native speaker. Then, the strategy they use to solve the feeling lazy is writing down a word. The strategy used to solve the problem related to British or American lexicon is by using the internet. From the finding, it can be concluded that the same strategies are used to solve different problems in learning vocabulary by Thai students meanwhile the different strategies might be used by Thai students to solve the same problems.
B. Suggestions

Based on the finding and conclusion, the researcher would like to give some suggestions related to the problems and strategies of Thai students in learning vocabulary. There are suggestions for students and teacher.

a. Students

The findings of this research showed that the students still faced the difficulties in learning English vocabulary, although they already had many strategies in learning English vocabulary. By looking at the findings, students generally use the strategies they know already and feel the strategies were useful. Therefore, students are suggested to search more new strategies in learning English vocabulary to make them easy to acquire new word as well as solve the problems they faced. In addition, they are encouraged to use the appropriate strategy to overcome each problem they faced in learning English vocabulary.

b. Teachers

The research shows that the students mostly used the strategies that they perceived useful and familiar. They always used it rather than using other strategy that they perceived as useful and unfamiliar. Therefore, it is important for teachers to know the Thai students’ problem in learning English vocabulary. So, he/she could show the students more strategies and convince the students of their usefulness. Besides, teachers should support their students in acquiring new words in
order to help students gain more vocabulary in learning English and make them interested and happy in the teaching and learning vocabulary process.
REFERENCE

Agusta, R. K. (2015). The strategy used by students to learn vocabulary at English education department of universitas muhamma


APPENDICES
1. What problems do you face in learning English?

2. What is the importance of vocabulary in learning English and why?

3. What are the strategies that you use in learning English vocabulary?

4. What are your problems in learning English vocabulary, and how do you solve those problems?

5. Which strategies do you use the most?

6. Why do you use these strategies, and what are the benefits in using them?

7. What do you do after you get the new word?
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Yth. Dr. Setia Rini, M.Pd
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NIM: 123-14-001
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Fakultas: Tarbiyah dan Ilmu Keguruan
 Judul Skripsi: THAI STUDENTS’ STRATEGIES IN LEARNING ENGLISH VOCABULARY AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR 2018/2019

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A.n. Dekan,
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3. Arsip Akademik
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</table>

Dosen Pembimbing
Dr. Setia Rini, M.Pd
DAFTAR SKK

Nama : Tuan Fatonah Guma               Jurusan : Tadris Bahasa Inggris
NIM   : 123-14-001                      Dosen PA : Dr. Setia Rini, M.Pd.

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
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<tr>
<td>1.</td>
<td>Participated in a day Workshop on Public Speaking as the participant held by English Education Department of Teacher Training and Education Faculty State Institute for Islamic studies Sulthan Thaha saifuddin Jambi</td>
<td>2014</td>
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<td>Kegiatan “Achievement Motivation Training (AMT), tema DENGAN AMT SEMANGAT MENYONGSONG PRESTASI” oleh CEC dan JQH STAIN Salatiga</td>
<td>23 Agustus 2014</td>
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<td>5</td>
<td>Kuliah Umum “’Perubahan Mindset Dalam Pembangunan Mental Dan Karakter Bangsa Yang islami’” di Fakultas ilmu Tarbiyah dan Keguruan Institut Agama Islam Negeri Sulthan Thaha Saifuddin Jambi</td>
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<td>Workshop Entrepreneurship dengan tema; “ Optimalisasi Peran Mahasiswa dalam Berwirausaha untuk kemajuan Perkonomian Indonesia” di Aula</td>
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<td>Partisipasi dalam “MALAM PUNCAK ANNIVERSARY”</td>
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<td>10.</td>
<td>Seminar Nasional “Unlocking students potential to Deal with Globaliation”</td>
<td>9 December 2014</td>
<td>Pranama Universitas Gadjah Mada – Yogyakarta</td>
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<td>Seminar Nasional “KEMANDIRIAN ENERGI untuk NEGERI”</td>
<td>16 April 2015</td>
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<td>Jambi Game ’15 Held On 21-29 No 2015 At Sport Centre Jambi</td>
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<td>English Week Ke-4 Himpunan Mahasiswa Jurusan Pemdidikan Bahasa Inggris Tahun 2015</td>
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<td>“English Days” on 17-20 of March, 2015 participant of English Day At Jambi</td>
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<td>Seminar Cara “AMPUH” (Aman Mudah Pasti Untung Hari Tua) INVESTASI EMAS</td>
<td>11 November 2015</td>
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<td>17</td>
<td>TLAK SHOW “ Find YOUR PASSION, LET’S MAKE YOUR CREATION” oleh (HMJ) FEBI</td>
<td>13 November 2016</td>
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<td>18</td>
<td>Acara “Dzikru Maulidir Rosul” oleh Ma’had Putri Al-Jami’ah IAIN Salatiga yang bertempat di Masjid At-Thoyar Kampus 2</td>
<td>16 Desember 2016</td>
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<td>“CEC Festival 2016” The Role of English Introducing Local Culture to Global Society oleh (CEC)</td>
<td>19-20 November 2016</td>
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<td>20.</td>
<td>“CEC Festival 2017” “Global Insight as the Spirit of Nationalism”</td>
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<td>Program Khusus Ramadhan (PKR) 1437 H, di pondok Pesantren Al Munawwir Krapyak Yokyakarta.</td>
<td>7-25 Juni 2016</td>
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<td>Acara Peningkatan hari Santri oleh Ma’had IAIN Salatiga Dengan Tema “Kontribusi Mahasantri untuk negeri Diselenggarakan oleh Ma’had IAIN Salatiga</td>
<td>27 Oktober 2016</td>
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<td>‘ENGLISH LIKE A FAMIY’” Conducted by English Education Departement (EED) and Student Association of English Education Department(SAEED) Teacher Training and Education Faculty (TTEF) Salatiga</td>
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<td>Seminar Nasional “ Memandang Jurnalisme dari Perspektif Gender” dalam rangka Anniversary ke-26 LPM Dinmika IAIN Salatiga di kampus Aula Kampus 1</td>
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<td>Seminar Nasional “Sastra Islam dan Perannya dalam Pembentuk Moral Bangsa” oleh Institut Agama Islam Negeri Salatiga kajur Bahasa dan Sastra Arab</td>
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<td>Borobudur International Conference Interfaith Conference, “The inspiration for World Peace and Harmony”</td>
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<td>33.</td>
<td>“Seminar Peningkatan Kualitas Mahasiswa Thailand pada Era Globalisasi” di Universitas Islam Sultan Agung (UNISSULA) Semarang Thai Student Association of Semarang</td>
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Salatiga, 27 September 2018

Mengetahui,

Wakil Dekan BidangAdministrasi Umum, Pendidikan dan Keuangan

[Signature]
CURRICULUM VITAE

Name: Tuan Fatonah Guma
Place and Date of birth: Thailand, 12 January 1996
Address: Yala, Thailand
Telephone: 0862911926
Email: Fatonahguma@gmail.com
Education Background:

<table>
<thead>
<tr>
<th>Name of School</th>
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<tr>
<td>IAIN SALATIGA</td>
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