APPENDIX 1

OBSERVATION SHEET

Date:

Name	Strategies for the discovery of new word's meaning							
	Determination						Social	
	Analyze part of speech	Analyze affixes and roots	Check for L1 cognate	Analyze pictures or gestures	Guess meaning	Use dictionary	Ask teacher	Ask class mate

APPENDIX 2

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Name/Class: _____   Date: _____

Age/Sex: _____

Read each statement and fill the blanks below with the answer (v) or (x)!

When I learning a new word …

1. I create association between new word and what I already know. (…)
2. I place the new word in a group with other words that are similar in some way. (…)
3. I remember the new word by imagining the form of word. (…)
4. I remember the new word by imagining the meaning of word. (…)
5. I remember the new word by connecting it to its synonyms and antonyms. (…)
6. I study new word by spelling it. (…)
7. I say new word aloud when I found it. (…)
8. I physically act out the new word. (…)
9. I imitate the way teacher talks. (…)
10. I read a story several times until I can understand it. (…)
11. I take notes in class when I find new word. (…)
12. I make a sentence in writing by using new word repeatedly. (…)
13. I use a dictionary to help me learn a new word. (…)
14. I watch movies or listen to music spoken in English. (…)
15. I look for pattern in English. (…)
16. When I do not understand all the words in the textual context, I use guessing the general meaning. (…)
17. I read without looking up every unfamiliar word. (…)
18. If I am speaking and cannot think of the right expression, I use gesture. (…)
19. I learn from my mistakes in using the new word. (…)
20. I put English labels on physical objects to ease learning English. (…)
21. I ask the teacher if I do not understand about the word. (…)
22. I ask my friend for the meaning of new word. (…)
23. When I study, I test myself with other tests. (…)

Adapted from:

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Name/Class: <u>Inayah a. m / V</u>_____ Date: <u>Senin 10-2-2014____</u>

Age/Sex: _<u>10 years old / Female</u>_____

Read each statement and fill the blanks below with the answer (v) or (x)!

When I learning a new word …

1. I create association between new word and what I already know. (x)
2. I place the new word in a group with other words that are similar in some way. (x)
3. I remember the new word by imagining the form of word. (v)
4. I remember the new word by imagining the meaning of word. (v)
5. I remember the new word by connecting it to its synonyms and antonyms. (x)
6. I study new word by spelling it. (v)
7. I say new word aloud when I found it. (v)
8. I physically act out the new word. (x)
9. I imitate the way teacher talks. (x)
10. I read a story several times until I can understand it. (v)
11. I take notes in class when I find new word. (v)
12. I make a sentence in writing by using new word repeatedly. (v)
13. I use a dictionary to help me learn a new word. (v)
14. I watch movies or listen to music spoken in English. (v)
15. I look for pattern in English. (x)
16. When I do not understand all the words in the textual context, I use guessing the general meaning. (v)
17. I read without looking up every unfamiliar word. (x)
18. If I am speaking and cannot think of the right expression, I use gesture. (x)
19. I learn from my mistakes in using the new word. (x)
20. I put English labels on physical objects to ease learning English. (x)
21. I ask the teacher if I do not understand about the word. (v)
22. I ask my friend for the meaning of new word. (v)
23. When I study, I test myself with other tests. (x)

Adapted from:

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Name/Class: _Kenanga Putri / V_____   Date: Monday 10-2-2014____

Age/Sex: __10 years old / Female_____

Read each statement and fill the blanks below with the answer (v) or (x)!

When I learning a new word …

1. I create association between new word and what I already know. (v)
2. I place the new word in a group with other words that are similar in some way. (x)
3. I remember the new word by imagining the form of word. (v)
4. I remember the new word by imagining the meaning of word. (v)
5. I remember the new word by connecting it to its synonyms and antonyms. (v)
6. I study new word by spelling it. (x)
7. I say new word aloud when I found it. (v)
8. I physically act out the new word. (x)
9. I imitate the way teacher talks. (v)
10. I read a story several times until I can understand it. (v)
11. I take notes in class when I find new word. (v)
12. I make a sentence in writing by using new word repeatedly. (x)
13. I use a dictionary to help me learn a new word. (v)
14. I watch movies or listen to music spoken in English. (v)
15. I look for pattern in English. (v)
16. When I do not understand all the words in the textual context, I use guessing the general meaning. (x)
17. I read without looking up every unfamiliar word. (x)
18. If I am speaking and cannot think of the right expression, I use gesture. (x)
19. I learn from my mistakes in using the new word. (v)
20. I put English labels on physical objects to ease learning English. (x)
21. I ask the teacher if I do not understand about the word. (v)
22. I ask my friend for the meaning of new word. (x)
23. When I study, I test myself with other tests. (v)

Adapted from:

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Name/Class: <u>Maulana Dwi Indra P.</u>   Date: <u>Senin 10-2-2014</u>

Age/Sex: _____

Read each statement and fill the blanks below with the answer (v) or (x)!

When I learning a new word …

1. I create association between new word and what I already know. (x)
2. I place the new word in a group with other words that are similar in some way. (x)
3. I remember the new word by imagining the form of word. (v)
4. I remember the new word by imagining the meaning of word. (v)
5. I remember the new word by connecting it to its synonyms and antonyms. (x)
6. I study new word by spelling it. (v)
7. I say new word aloud when I found it. (v)
8. I physically act out the new word. (x)
9. I imitate the way teacher talks. (v)
10. I read a story several times until I can understand it. (v)
11. I take notes in class when I find new word. (v)
12. I make a sentence in writing by using new word repeatedly. (x)
13. I use a dictionary to help me learn a new word. (v)
14. I watch movies or listen to music spoken in English. (v)
15. I look for pattern in English. (x)
16. When I do not understand all the words in the textual context, I use guessing the general meaning. (v)
17. I read without looking up every unfamiliar word. (v)
18. If I am speaking and cannot think of the right expression, I use gesture. (v)
19. I learn from my mistakes in using the new word. (x)
20. I put English labels on physical objects to ease learning English. (x)
21. I ask the teacher if I do not understand about the word. (v)
22. I ask my friend for the meaning of new word. (v)
23. When I study, I test myself with other tests. (x)

Adapted from:

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

APPENDIX 3

Identified Strategies from both Observation and Questionnaire

O: Strategies detected during observation

Q: Strategies collected from questionnaire

Name: Inayah

No.	Identified Strategies	Categories	O	Q	Example
1	Analyze part of speech	Determination	v		In the morning of English subject, the teacher asked her students to analyze auxiliary verb, namely "Can"
2	Analyze pictures	Determination	v		The students were asked to analyze kind of the pictures concerning to Post office material in the book
3	Guess meaning	Determination		v	She gave a check mark in the statement, *"When I do not understand all the words in the textual context, I use guessing the general meaning"*
4	Use dictionary	Determination	v	v	She used dictionary when she found difficulty in translating the word. In addition, in the questionnaire, she gave a check mark in the statement, *"I use a dictionary to help me learn a new word"*
5	Ask teacher	Social	v	v	She asked to her teacher about the meaning of the word 'Exchange' In the questionnaire, she also gave a check mark in the statement, *"I ask the teacher if I do not understand about the word"*
6	Ask classmate	Social	v	v	She asked to her friend to make sure her answer about the meaning of the word after she found it in the dictionary.

No	Strategy	Category			Description
					In the questionnaire, she also gave a check mark in the statement, *"I ask my friend for the meaning of new word"*
7	Image word form	Memory		v	She gave a check mark in the statement, *"I remember the new word by imagining the form of word"*
8	Image word's meaning	Memory		v	She gave a check mark in the statement, *"I remember the new word by imagining the meaning of word"*
9	Study the spelling of word	Memory	v	v	When she found a new word such as postage, she spelt it softly by pointing her finger. In the questionnaire, she also gave a check mark in the statement, *"I study new word by spelling it"*
10	Use physical action	Memory	v		When the teacher said, "Open the book page 55" She immediately held and opened her book
11	Verbal repetition	Cognitive	v		When the teacher corrected the pronunciation of Postage, she repeated it many times
12	Written repetition	Cognitive		v	She gave a check mark in the statement, *"I make a sentence in writing by using new word repeatedly"*
13	Keep vocabulary notebook	Cognitive	v	v	She took a note directly in her book when the teacher translated the meaning of words. In the questionnaire, she also gave a check mark in the statement, *"I take notes in class when I find new word"*
14	Use English media	Metacognitive		v	She gave a check mark in the statement, *"I watch movies or listen to music spoken in English"*

Name: Putri

No.	Identified Strategies	Categories	O	Q	Example
1	Analyze part of speech	Determination	v	v	She analyzed the pattern of present continuous when the teacher reviewed it by talking "It should be subject + to be + verb –ing, Ms." In the questionnaire, she also gave a check mark in the statement, *"I look for pattern in English"*
2	Analyze pictures	Determination	v		She analyzed the picture of clock when the teacher asked, "What the time is it?" then, she answered, "It is twenty five to six, Ms."
3	Guess meaning	Determination		v	She gave a check mark in the statement, *"When I do not understand all the words in the textual context, I use guessing the general meaning"*
4	Use dictionary	Determination	v	v	She used dictionary when she found difficulty in translating the word. In addition, in the questionnaire she gave a check mark in the statement, *"I use a dictionary to help me learn a new word"*
5	Ask teacher	Social	v	v	She asked to the teacher, "What is the difference between please and can in this question, Ms?" In the questionnaire, she also gave a check mark in the statement, *"I ask the teacher if I do not understand about the word"*
6	Study in group	Social	v		After she collected her assignment in the teacher, she played the meaning of words in the dictionary with her friends by saying, "let's guess! What is it?" "What is the meaning of it?"

7	Connect word to personal experience	Memory		v	She gave a check mark in the statement, *"I create association between new word and what I already know"*
8	Connect word to the synonyms	Memory	v	v	She reminded herself by saying, "Oh, yeah. A quarter is same with fifteen minutes." In the questionnaire, she gave a check mark in the statement, *"I remember the new word by connecting it to its synonyms and antonyms"*
9	Image word form	Memory		v	She gave a check mark in the statement, *"I remember the new word by imagining the form of word"*
10	Image word's meaning	Memory		v	She gave a check mark in the statement, *"I remember the new word by imagining the meaning of word"*
11	Study the spelling of word	Memory	v	v	When she found a new word such as postage, she spelt it softly by pointing her finger. In the questionnaire, she also gave a check mark in the statement, *"I study new word by spelling it"*
12	Say new word aloud	Memory	v	v	She said aloud the word "Postage" after she knew the pronunciation of it. In the questionnaire, she also gave a check mark in the statement, *"I say new word aloud when I found it"*
13	Use physical action	Memory	v		When the teacher said, "Open the book page 55" She immediately held and opened her book
14	Verbal repetition	Cognitive	v	v	When the teacher corrected the pronunciation of Postage, she repeated it many times. In the questionnaire, she also gave a check mark in the statement, *"I imitate the way teacher talks"*

15	Keep vocabulary notebook	Cognitive	v	v	When the teacher translated the word of the nearest, she take a note directly in her notebook. In the questionnaire, she also gave a check mark in the statement, *"I take notes in class when I find new word"*
16	Use English media	Metacognitive		v	She gave a check mark in the statement, *"I watch movies or listen to music spoken in English"*
17	Test with other test	Metacognitive		v	She gave a check mark in the statement, *"When I study, I test myself with other tests"*
18	Continue to study over time	Metacognitive		v	She gave a check mark in the statement, *"I learn from my mistakes in using the new words"*

Name: Indra

No.	Identified Strategies	Categories	O	Q	Example
1	Analyze part of speech	Determination	v		In the morning of English subject, the teacher asked her students to conduct assignment concerning Post Office which students were needed to analyze auxiliary verb, namely "Can"
2	Analyze pictures	Determination	v		He analyzed the picture of clock when the teacher asked, "What the time is it?"
3	Guess meaning	Determination		v	He gave a check mark in the statement, *"When I do not understand all the words in the textual context, I use guessing the general meaning"*
4	Use dictionary	Determination		v	He gave a check mark in the statement, *"I use a dictionary to help me learn a new word"*
5	Ask teacher	Social	v	v	He asked the teacher to correct his assignment, "Is it right, Ms?" In the questionnaire, he also gave a check mark in the statement, *"I ask the teacher if I do not understand about the word"*
6	Ask classmates	Social	v	v	He tended to ask to his friends about the meaning of word because he did not bring a dictionary. In the questionnaire, he also gave a check mark in the statement, *"I ask my friend for the meaning of new word"*
7	Image word form	Memory		v	He gave a check mark in the statement, *"I remember the new word by imagining the form of word"*
8	Image word's meaning	Memory		v	He gave a check mark in the statement, *"I remember the new word by imagining the meaning of word"*

9	Study the spelling of word	Memory	v	v	When he found an unfamiliar word, he spelt it softly. In the questionnaire, he also gave a check mark in the statement, *"I study new word by spelling it"*
10	Say new word aloud	Memory	v	v	He said aloud the new word after he knew the pronunciation of it. In the questionnaire, he also gave a check mark in the statement, *"I say new word aloud when I found it"*
11	Use physical action	Memory	v		When the teacher said, "Open the book page 55" He immediately held and opened her book
12	Verbal repetition	Cognitive	v	v	He repeated after the teacher gave the correct pronunciation of the word such as kicking. In the questionnaire, he also gave a check mark in the statement, *"I imitate the way teacher talks"*
13	Keep vocabulary notebook	Cognitive	v	v	When the teacher translated the word in the context, he took a note directly the unfamiliar words in his notebook. In the questionnaire, he also gave a check mark in the statement, *"I take notes in class when I find new word"*
14	Use English media	Metacognitive		v	He gave a check mark in the statement, *"I watch movies or listen to music spoken in English"*
15	Skip new word	Metacognitive		v	He gave a check mark in the statement, *"I read without looking up every unfamiliar word"*