

Introduction

Vocabulary is one of the parts of language set that must be comprehended by the second language learners. Vocabulary knowledge of a learner is many times considered as one of important set of tool for foreign language learners because a limited vocabulary they have in learning a second language make it as an obstacle in their communication. So in learning foreign language students should know about vocabularies. In learning vocabulary there are four strategies used. They are :

1. Memory strategy

This is the method used to improve student's ability to remember a learning and information. Some of these include memorization, and outlining important points.

2. Cognitive strategy

This strategy is usually used to measure students' learning abilities in their own way, whether they are able to learn in their own style in other words independent learning.

3. Metacognitive strategy

This strategy used to help students to understand the way they learn, a planned process that used to monitor their thinking.

4. Determination strategy

This strategy is applied when foreign learners in discovering the meaning of a number of new words but did not use the experience of the other persons.

Based on the elaboration stated previously, the writer would like to conduct a new investigation which focused on the students' strategies in learning vocabulary. In order to support the research, the researchers took some previous research. First a research conducted by Yaacob et al (2018) which discussed about vocabulary learning strategies through secondary students at Saudi School in Malaysia. The result of this research is that the students' at Saudi School applied five categories of vocabulary learning strategies in learning new vocabulary.

Second is Baskin (2017). The research discussed about the implementation of vocabulary achievement strategies of learning in teaching Turkish as a second language. The findings of the research is that the students' language rank were effective in deciding the vocabulary strategies the language learners applied. Students used determination strategies as dominant while applying cognitive strategies as the rest.