The Correlation between University Students' Vocabulary Learning Strategies and The Vocabulary Mastery Level

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ABSTRACT

This research was intended to find the correlation between the students' vocabulary learning strategies and the vocabulary mastery level. The research design of this study was a quantitative research and the study population was the second year students of English study program FKIP Universitas Riau. 41 participants were selected from the second year students of English Study Program FKIP Universitas Riau using the cluster random sampling technique. The instruments of this study were vocabulary learning strategy questionnaire and vocabulary level test. The data showed that 53.7% of students was used the vocabulary learning strategy in learning new vocabularies and 31.7% students were high vocabulary level. Moreover, the result of the study indicated that there was a negative correlation between two variables. The value of correlation coefficient was 0.813. It was on scale 0.00 – 1.00. It meant that the correlation between the students' vocabulary learning strategies and the vocabulary mastery level of the second year students were categorized as high correlation. This research would assist students to understand the correlation between used the strategy in learning new vocabularies in order to increase the level of vocabulary mastery.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara strategi pembelajaran kosakata dan tingkat penguasaan kosakata. Penelitian ini merupakan penelitian kuantitatif dan populasi penelitian adalah mahasiswa tahun kedua program studi pendidikan bahasa inggris FKIP Univeristas Riau. 41 mahasiswa yang di pilih sebagai sampel menggunakan teknik cluster. Instrumen penelitian ini adalah kuesioner strategi pembelajaran kosakata dan test tingkatpenguasaankosakata. Hasil data menunjukkan bahwa 53.7% mahasiswa menggunakan strategi

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pembelajaran kosakata dalam mempelajari kata baru dan 31.7% mahasiswa berada di tingkat tinggi penguasaan kosakata. Selain itu, hasil hubungan antara kedua variabel adalah positif. Hasil koefesien korelasi adalah 0.813 dalam skala 0.00-1.00. Dapat disimpulkan bahwa korelasi atau hubungan antara strategi pembelajaran kosakata dan tingkat penguasaan kosakata di kategorikan tinggi. Penelitian ini membantu mahasiswa memahami hubungan antara penggunaan strategi dalam mempelajari kosakata dalam meningkatkan level kosakata. Penelitian ini membantu mahasiswa untuk memahami hubungan antara strategi yang digunakan dalam mempelajari kosakata baru dalam meningkatkan tingkat penguasaan kosakata.

INTRODUCTION

Becoming competence n language skills depends on the learners acquire vocabularies as stated by Cameron (2001). It is due to the fact that words are indispensable elements of written and verbal communication in daily life (Baskin *et al,* 2017). As English language learners, especially majoring in English, students need to apply vocabulary learning strategies as Afghari and Khayatan (2017) suggested. Schmitt (2000) defines that vocabulary learning strategy is the way how learners' actions might effect on their vocabulary acquisition. Besides, Asgari and Ghazali (2011) emphasize that vocabulary learning strategies are steps taken by the language learners to acquire new English words. Learners have been introduced various vocabulary learning strategies since the beginning of recognizing words for reading as a study conducted by Delfi et al (2020). It was found that students faced various experiences in recognizing words. It means that the students need to have experiences in developing vocabularies by implementing appropriate vocabulary learning strategy for them.

The lack of vocabulary knowledge is one problem that students of English study program had in mastering English language skills. Vocabulary mastery is considered as the primary aspect for learners in learning English. Hence, students need to know how well themselves mastering the vocabulary knowledge. The initial study gained from observation on several students of the second year of English study program Universitas Riau showed that students had their own way to deal with a new word and most of them believe that they know around 1000 – 3000 words. Masyhur et al (2019) found that the average vocabulary sizes of English Study Program of FKIP Universitas Riau students were lower than 10,000 and the students' vocabulary sizes were: second semester 67.1%, fourth semester 56.8%, and sixth semester 68.8%. It shows that the level of English Study Program students of Universitas Riau is low. It indicated that the fourth semester students or the second year students in 2019 were the lowest.

The result of interview to the second year students in 2021 as a primary study showed that the students stated different responses. Some of the students admitted that they did not recognize their vocabulary learning strategy. Some of them did not realize that they were using the strategy unconsciously. Meanwhile, the students did not know exactly how to master the vocabulary knowledge because they did not recognize the vocabulary learning

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strategies. As the result the students worried and felt poor with their vocabulary mastery level affecting on mastering the language skills. Studies have shown factors affecting the learning vocabulary strategy for vocabulary mastery (Memis, 2018; Susanto et al (2019). However, the studies were not focus how significant the correlation. If the correlation is significant, it is needed to be concerned by lecturers and students, especially the researchers. Therefore, the aim of this study is to answer a question: Is there significant correlation between vocabulary learning strategies and the vocabulary mastery levels?" In order to answer this question a correlation study between learning vocabulary strategy and vocabulary mastery was conducted.

Vocabulary Mastery Level

The level of vocabulary mastery is defined as the position or status in a scale of values (Hornby, 2015). In line with this definition, Nation (2001) points out that Vocabulary Levels Test is a diagnostic test which allows the teachers or learners to decide the kind of vocabulary to work on. It shows that not only the teachers are expected to know their students' vocabulary mastery level but also the students should know their vocabulary mastery level.

The vocabulary mastery levels are clarified into five (Nation, 2006). The classifications refer to the frequency: 2000, 3000, 5000, and 10000 academic vocabulary word level. Nation (2008) classifies them into four categories. They are high frequency words, academic words, technical words, and low frequency words. The categories are based its frequency and its range. High frequency words are classified as words occurring very frequently. The words are used frequently in formal and informal situation. They are also used in written and spoken. Academic words are classified as the words occurring in academic texts in terms of the frequency. Technical words are words occurred in academic context. Low frequency words are classifies as the words that rarely appear in most texts. These levels relate to one's background knowledge and reading materials that they read for courses and interest. Webb *et al* (2017) develops the classifications into five levels; 1000, 2000, 3000, 4000, and 5000 word level. In short, the description of vocabulary mastery level is an amount of word numbers in understanding vocabulary knowledge or skill. It allows students to realize their position which is started from very low to high level. Considering the ability of recognizing the words would assist the students to acquire the study of vocabulary words.

Types of Vocabulary Learning Strategy

Oxford (1990) classifies strategies of learning vocabulary into direct and indirect learning strategies. These two classifications are categorized into cognitive, metacognitive, memory, compensatory, affective, and social strategies. Schmitt (1997) distinguishes the vocabulary learning strategy into some aspects. First, determination strategies which is used by an individual discovering a new word's meaning without recourse to another person's expertise. Second, social strategies is a strategy used in interaction with other people to improve language learning. Third, memory strategies is a strategy relating the word to be retained with some previously learned knowledge. Fourth, cognitive strategies is a strategy exhibiting the common function of manipulation or transformation of the target

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languageby the learner. Fifth, metacognitive strategies is a strategy involving a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. Nation (2001) classifies three general classes of the strategy which are planning, sources, and processes.

Pemberton (2003) points out two main categories in memorizing vocabulary. The strategies refer to learning and reducing problem in learning the words. Siriwan (2007) classifies into three main categories: retain knowledge of newly-learned vocabulary, expand the knowledge of vocabulary items. Every types of the strategy refers to its activities in the process of learning. Briefly, the term of vocabulary learning strategy is a collection of ways or plans that is implied in studying the vocabulary words which consist of sort of methods such as discovery, consolidation, and metacognitive. These techniques focus in part of learning words for finding the meaning, retain the knowledge, and expand it of new vocabulary items. Understanding these approaches would help students to improve the level words.

The students may use the same and different learning vocabulary strategy. Al-Khresheh and Al-Ruwaili found that the students used memorable strategy was categorized as a favorite strategy for the students. However, the differences are not significant as studies conducted by Kurniawan et al (2020) and Ghalabi (2020). A survey conducted by Kurniawan et al (2020) showed that most of students used activation strategy. This is one of the strategies implemented by the participants of their study, the other strategy are metacognitive, cognitive, memorization or repetition. However, there is positive effect of the different strategy used by students. It is meaningful for teachers to design materials and activities for teaching and learning process.

Roles of Vocabulary Learning Strategies in Learning Vocabulary

According to Nation (2001) states that the role of vocabulary learning strategy has important role in learning vocabulary knowledge. Moreover, the students' strategy can be changed with other strategy if it does not improve their skills. On the other hand, Schmitt (1997) found that less experienced learner tend to use less learning strategy than the experienced learner. The experienced learners are more aware in using vocabulary learning strategy.

Several studies have shown the relationship between vocabulary mastery and vocabulary learning strategies. First, Kafipour et al (2011) investigated the vocabulary learning strategies and vocabulary levels of Iranian EFL learners, they also studied about the potential relationships and contributions between the two variables. They found that strategies in learning vocabulary contributed to the student's overall vocabulary learning. The highest contribution was associated with memory strategy; the lowest contribution was associated with social strategy vocabulary. Second, Susanto et al (2019) studied on vocabulary learning strategies, integration, synchronization, and vocabulary of university students in Batam, Indonesia. This study revealed that the students with higher strategies obtained their knowledge of new vocabulary items. It was found that they can ideally have high levels of integration and attitudes to learning situations in order to achieve high vocabulary skills. Third, Memis studied in the research which focused on the relationship between using vocabulary and its strategy in Turkey. The result showed that the correlation

was moderate that depended on language level, gender, learning location, and the types and frequencies of strategies used by learners.

In General, the function of implementing vocabulary strategies and learning vocabulary give the brief information that both of terms are correlated each other. It is focused on the connection between the principal aims of applying strategy and learning vocabulary words.

METHOD

Research Design

This research used descriptive quantitative method. Specifically, this research design was correlational study. The formula of the research was correlational study. It was focused on the research to find out the relationship of two or more variables. Moreover, it concentrated in numerical data. Thus, in analyzing the data of the research, the SPSS 23 program was used to calculate the statistical data

Participants

The participants of this study were 41 students of second year students of English study program FKIP Universitas Riau. Random sampling was used in which it can be described as the process of selecting a sample randomly with similar characteristics (Gay and Peter, 2012). To the context of this study, the cluster random sampling technique was used because the samples of this research had the same level of education background, the second-year students of English Study Program FKIP Universitas Riau who had finished Vocabulary class. To choose the samples, lottery was used in this research. Every chairman got one paper. Among the three papers there was only one paper written as "sample". The samples were taken from the class 3C which consists of 41 students.

Data Collection and Analysis

To get the scores of the data of vocabulary learning strategies, the questionnaire was adapted by considering some of aspects of three dimension of vocabulary strategy such as discovery, consolidation, and metacognitive methods. There were 37 items that valid and reliable. The data of pilot test were analyzed by comparing the r value and the t table. To classify the students' vocabulary learning strategies, the responses of questionnaire were rated by using Likert-Scale with five options: Always= 5, Often = 4, Sometimes= 3, Ever = 2, Never = 1. For vocabulary test, the students were tested in this research of their vocabulary Level by online test. The vocabulary mastery level test was used to determine the result of vocabulary level for five word levels: 1000, 2000, 3000, 4000, and 5000 (Webb *et all*, 2017). The aspect that consists of the vocabulary test were divided into three main feature of noun, verb, and adjective. The instrument was adopted and it was already useable and consistent. Therefore, there were 50 items that applied to measure the mastery level of the students.

To make the classification of the variable scores, the results of vocabulary learning strategies and vocabulary level were analyzed and grouped by using Criterion Referenced Grading (CRG). The CRG helped to decide the level of both variables. Nurbayani (2012) points out that by applying CRG, lecturers can find out number of the students who have high, moderate, and low level of mastery. The end result of data analysis is shown a

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number of correlation coefficients, ranging from 0.00 to –1.00. Product moment correlation coefficient technique is used to analyze correlation research by referring to as the Pearson r, a measure of correlation that is appropriate when both variables to be correlated are expressed as continuous (i.e., ratio or interval) data (Gay and Peter, 2012). There were some of steps in analyzing the data from SPSS 23 program. The data were input into the data after calculating the score of likert-scale of questionnaire of vocabulary learning strategy and total score of vocabulary level test. The data were analyzed by computing a number of statistical aspects such as normality, linearity, correlation, regression equation, and determination coefficient.

FINDINGS AND DISCUSSION

The finding of this study was based on the result of the analysis from both variables; the vocabulary level (X) and the vocabulary learning strategy (Y). The classification of students' vocabulary level test was presented in Table 1.

Table 1: The Classification of Data Analysis of Students' Vocabulary Level Test.

Score	Classification	Word Level	Frequencies	Percentage
90 – 100	Very High	5000	8	19.50%
80 – 89	High	4000	13	31.70%
65– 79	Average	3000	9	22.00%
55 – 64	Low	2000	3	7.30%
≤ 55	Very Low	1000	8	19.50%
TOTAL			**41**	**100%**

Table 1 shows that the rate percentage of the vocabulary level test of 41 students are; 8 (19.5%) students at very high level vocabulary of 5000 word level, 13 (31.7%) students at high classification of 4000 word level, 9 (22.0 %) students at average vocabulary level of 3000 word level, 3 (7.3%) students in low vocabulary test of 2000 word level, and 8 (19.5%) students at very low level of 1000 word level vocabulary. As conclusion, the level of the second year students can be classified as "High level" vocabulary.

Table 2: The Classification of Data Analysis of Students' Vocabulary Learning Strategy

Score	VLS	N	Percentage
150 – 185	Always	5	12.20%
122 – 149	Often	22	53.70%
104 – 121	Sometimes	10	24.40%
85– 103	Ever	4	9.80%

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≤ 83	Never	0	0
TOTAL		**41**	**100**

Table 2 shows that 22 (53.70%) students often use the vocabulary learning strategy in learning vocabulary. Moreover, 5 (12.20%) students are always applied this strategy, while 10 (24.40%) student are sometimes and 4 (9.80%) students are ever used the vocabulary learning strategy. Interestingly, there is no students or (0%) of students that never used the strategy to learn vocabulary.

To find out the numerical result of the research, the statistical data was analyzed using SPSS 23 program. It was needed to know some of aspect of data that would give general overview of the research. The findings were interpreted Table 3.

Table 3: The Statistical Scores of Vocabulary Learning Strategy

Statistics

VLSQ

N	Valid	41
	Missing	0
Mean		129.805
Std. Error of Mean		3.12917
Median		131
Mode		101.00[a]
Std. Deviation		20.0365
Variance		401.461
Skewness		0.107
Std. Error of Skewness		0.369
Kurtosis		-0.698
Std. Error of Kurtosis		0.724
Range		73
Minimum		96
Maximum		169
Sum		5322

a. Multiple modes exist. The smallest value is shown

Table 3 shows the mean score of the vocabulary learning strategy of the students is 129.80. The median score is 131.00. The mode is 101. The highest score of the vocabulary strategy is 169 while the lowest score is 96. The standard deviation is 20.03 with variance of 401.46. This result meant that the data of vocabulary learning strategy of total students were mostly in high position. It proved on the range or scale of each score

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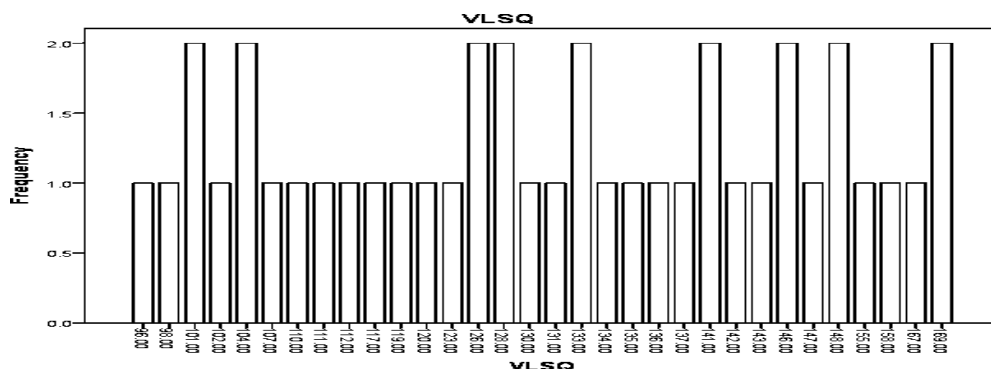*Vol 8, No 2, August 2021*

from the students.

Figure 1: The chart of the vocabulary learning strategy

To obtain the extent of the data, the statistical value was analyzed for vocabulary level test also. The result would assist how the test define the level of the students by viewing sort of content in the table 4, below. The score would give detail information about the mastery level of the students.

Table 4: The Statistical Scores of Vocabulary Level Test

Statistics
VLT

No.	Valid	41	
	Missing	0	
Mean	75.8585		
Std. Error of Mean	2.67088		
Median		81.3	
Mode		88	
Std. Deviation	17.102		
Variance	292.477		
Skewness		-0.704	
Std. Error of Skewness		0.369	
Kurtosis		-0.789	
Std. Error of Kurtosis		0.724	
Range		56.6	
Minimum		40.7	
Maximum		97.3	
Sum	3110.2		

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Table 4 shows that the mean score of the vocabulary level test of the students is 75.85. The median score is 81.30. The mode is 88. The highest score of the vocabulary level is 97.30 while the lowest score is 40.70. The standard deviation is 17.10 with variance of 292.47. It meant that the mastery level of most students were medium to high due to the average score. Also, due to the table what score was frequently achieved by the students and which score categorized as very low until very high level.
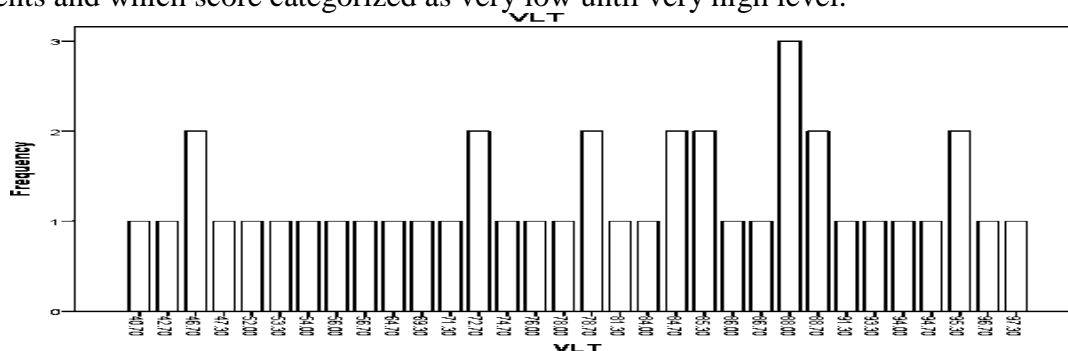

Figure 2: The chart of vocabulary level test

To find out whether the data distribution was normal or not from both of the variables, the data was analyzed using SPSS 23 Program.

Table 5: The Normality Test of The Vocabulary Learning Strategy

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
VLSQ	0.095	41	.200[*]	0.967	41	0.264
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 5 shows that the normality of vocabulary learning strategy was classified through the score of significance in Kolmogorov-Smirnov and Shapiro-Wilk. The total significance is 0.200 and 0.264 from the two sides of normality test of vocabulary learning strategy. Through the table of normality test was obtained probability number/Asymp. Sig (2-tailed). Satrio (2010) states that this percentage is compared with 0.05 ($α=5\%$) to take the decision based on:

a. If Sig. > 0.05, it means the data distribution is normal.

b. If Sig. < 0.05, it means the data distribution is not normal.

The table shows that vocabulary learning strategy probability is 0.200 > 0.05 of Kolmogorov-Smirnov and the probability of Shapiro-Wilk is 0.264 > 0.05 which means that the data distribution of vocabulary learning strategy is normal. Besides, the histogram of vocabulary learning strategy shows normal distribution.

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Table 6: The Normality Test of Vocabulary Level.

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
VLT	0.108	41	.200[*]	0.966	41	0.256

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 6 shows that normality test in vocabulary level was categorized from the value of significance of the both normality test such as Kolmogorov-Smirnov and Shapiro-Wilk. The result of distribution test is normal. The normality test was obtained probability number/Asymp. Sig. (2-tailed). According to satrio (2010), his percentage was compared with 0.05 (α=5%) to take the decision based on:

a) If Sig. > 0.05, it means the data distribution is normal.

b) If Sig. < 0.05, it means the data distribution is not normal.

The table shows the probability of vocabulary level is 0.200 > 0.05 of Kolmogrov - Smirnov and the probability of Shapiro-Wilk is 0.256> 0.05 which means that the data distribution of vocabulary level is normal.

To know whether between independent and dependent variables were linear or not, thus the linearity testing was used. It was obtained from deviation from significant value of the test.

Table 7: The Linearity Test of The Data

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
VLT * VLSQ	Between Groups	(Combined)	131.996	22	6	4.442	0.001
		Linearity	111.895	1	111.895	82.839	0
		Deviation from Linearity	20.1	21	0.957	0.709	0.777
	Within Groups		24.314	18	1.351		
	Total		156.309	40			

The table 7 shows that the deviation from linearity is 0.777. The data is classified as linear if the value of sig. is > 0.05. As the deviation from linearity is 0.777>0.05, It means that there was linear correlation between the students' vocabulary learning strategies and the vocabulary mastery level. In order to decide the relationship between these two

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variables, the correlation analysis of Pearson Product Moment was used.

Table 8: The Correlation between Students' Vocabulary Learning Strategiesand
Vocabulary Mastery Level

Correlations		VLSQ	VLT
VLSQ	Pearson Correlation	1	.813[**]
	Sig. (2-tailed)		0
	N	41	41
VLT	Pearson Correlation	.813[**]	1
	Sig. (2-tailed)	0	
	N	41	41
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 8 shows the correlation value of students' vocabulary learning strategy and vocabulary mastery level of the second year students of English Study Program of FKIP Universitas Riau is 0.813. To know the classification of the data, it can be stated that the correlation between the two variables is a positive correlation. Satrio (2010) states that positive correlation means that if variable X is high, thus the variable Y is also high. The result indicates that the correlation between the students' vocabulary learning strategy and vocabulary mastery level is "High Correlation" since the correlational value is between 0.80 and 1.00.

To discover the relationship between two or more variables, a regression equation was needed in correlation research. The purpose was to measure the extent to which variable can predict one variable from another, specifically how the dependent variable typically acts when one of the independent variables is changed. The value was determined, if the significance value is less than 0.05, it means that there is a correlation between the two variables. Meanwhile, if the significance value is higher than 0.05, it can be stated that there is no correlation between the two variables. Besides, the linear regression is used to describe a linear relationship between variables presented in the table 9.

Table 9: The Regression Equation.

ANOVA[a]						
Model		Sum ofSquares	Df	Mean Square	F	Sig.
	Regression	111.895	1	111.895	98.255	.000[b]

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1	Residual	44.414	39	1.139		
	Total	156.309	40			
a. Dependent Variable: VLT						
b. Predictors: (Constant), VLSQ						

Table 9 shows the significance value is 0.000, in which it is less than 0.05. It means that there is a correlation between the two variables of the students' vocabulary learning strategy and vocabulary mastery level.

To determine the strength of the relationship between the two variables of students" vocabulary learning strategy and vocabulary mastery level, using the determination coefficient was needed. The determination coefficient can be seen in the determination index of R square in the table below. It is intended to determine the correlation of the dependent variable of X and independent variable of Y. In this case, determination index showed the percentage of variation among the achievement in that can be attributed to the relationshipbetween the two variables as presented in Table 10.

Table 10: Determination Coefficient.

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.846[a]	0.716	0.709	1.06716	0.716	98.255	1	39	0
a. Predictors: (Constant), VLSQ									
b. Dependent Variable: VLT									

The obtained determination coefficient (R square) is 0.716. It means that more or less 71.60% of the variation in vocabulary level score were counted for by the relationship withthe vocabulary level strategy, while the rest (100% - 71.6% = 28.4%) was probably due to learner individual difference factors. It indicated that of the relationship existing between the students' vocabulary learning strategy and vocabulary mastery level of the second year students of English Study Program FKIP Universitas Riau as much as 71.60% can be explained by the correlation between the two variables, while the remaining 28.4% can be attributed to other factors.

The result of this study showed that vocabulary learning strategy and vocabulary mastery level of the second year students of English Study Program FKIP Univeristas Riau is high correlation. In learning the new vocabularies, most of the second year students of English study program chose to apply Discovery Strategy. The other strategies are Consolidation Strategy and metacognitive strategy. The finding also shows that most word level of the second year of English study program students is high in which it is 31.7 % students in 4000 word level. The result of analysis shows that the students' vocabulary learning strategy and vocabulary mastery level were correlated positive. It is in line with the study conducted by Susanto et al (2019) who found that the students who used strategy in learning vocabulary would get high score rather that students who learned it without applied any methods or ways at all.

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The correlation between vocabulary learning strategy and vocabulary mastery level of the second year students of English Study Program indicated that the students who used the appropriate strategy in learning vocabulary gained high score in vocabulary level. Therefore, the students need to know, select, and do the appropriate strategy for them in learning vocabulary. The selected strategy was done individually and intentionally in increasing and developing their knowledge about vocabulary. If every students use the appropriate vocabulary learning strategy, it is expected that their vocabulary sizes will be increased. It might be as a solution to increase the level of the students" vocabulary level. It can change the students' low score as presented by Masyhur et al (2019). It is possible for the learners to practice strategy in learning vocabulary. They had been introduced learning vocabulary though various strategy in childhood Delfi et al (2020) as discussed earlier.

Other research conducted by Noprianto and Purnawarman (2019). The purpose of this research is to explore the frequency of vocabulary learning strategies used by Indonesian high school students, to find out their knowledge of affixes as well as to figure out how their reported vocabulary learning strategies use relate to their knowledge of affixes. It was discovered that the participants used a medium level of frequency of Vocabulary Learning Strategies with Determination strategy most preferred by them. With respect to their interrelatedness, the overall participants' Vocabulary Learning Strategies significantly contribute to their knowledge of affixes. However, unlike Memory strategy, Determination strategy proved to have no significant contributions to their affixes knowledge. There was a list of differences between the previous study and this research. The preceding investigation mainly emphasized with the examination of using the vocabulary strategy to explore the level of understanding of content and functional vocabulary while the latest one was attentively looking for the relationship between the strategy and vocabulary level. Hence, both of the studies showed the same objection of affirmative findings where vocabulary level strategy would effect on understanding of vocabulary aspect and level. It accomplished that applying strategy in considering vocabulary aspect and level.

According to the previous research findings, it can be understood that vocabulary learning strategies influence the students' vocabulary level in Learning English. By the use of extensive and correct use of vocabulary learning strategies, it can be increased quickly the students' vocabulary level. The vocabulary strategies are used by students in learning English to improve their vocabulary level. It indicates that students need more training in vocabulary learning strategies to become more familiar with all types of vocabulary learning strategies.

CONCLUSIONS
This study aims to find out the correlation between the students' vocabulary learning strategies and the vocabulary mastery level. It was carried for the second year students of English study program FKIP Universitas Riau. Based on data analysis, the second year students of English Study Program of Universitas Riau was often (53.7%) used the vocabulary learning strategy in new vocabularies with the mean score 129.80 and high

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vocabulary level (31.7%) with the mean score 75.85. Furthermore, the coefficient correlation (rxy): 0.813 the correlation was identified as high relationship. Thus, the result of this study shows that there is a correlation between the students' vocabulary learning strategy and the vocabulary mastery level was categorized as high correlation. In conclusion, the relationship between these two variables were high which is meant that vocabulary learning strategy impacted in vocabulary mastery level. The recommendations for this study relates to the students' problems in learning vocabulary by practicing the appropriate strategy in increasing vocabulary mastery level. The lecturers are suggested to investigate the level of the students' vocabulary mastery in order to guide the students choose and practice the appropriate vocabulary learning strategy. It is expected in order to attract the students' interest in increasing their vocabulary levels. For other researchers, it recommends using this research as one of the resources for further research which focuses in vocabulary learning strategies and vocabulary mastery level.

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