

English vocabulary learning strategies of secondary school students (Grade 9)

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ABSTRACT

The purposes of this study aim to study strategies for learning the English vocabulary of secondary school students, and to compare the differences of English vocabulary strategies of lower secondary students classified by their language learning achievement into high and low achievement groups. The sample group consisted of 80 lower secondary students who studied in Bodindecha(Sing Singhaseni)2 School in academic 2022. The instruments used in gathering data were the vocabulary test and questionnaire. The data were statistically analyzed by percentage, means, standard deviation, and T-test for independent sample.

The results revealed that secondary school students used many strategies for English vocabulary learning. The most frequently used strategies of learning English vocabulary was memory strategies while determination strategies, metacognitive strategies, cognitive strategies, and social strategies were used less than the first strategy respectively.

The results of comparing the strategies of learning the English vocabulary between high and low achievement groups. It showed that the students who was in high achievement group mostly used **Memory Strategies** while students who was in low achievement groups mostly used **Determination Strategies**. It was shown that the secondary school students who had different English vocabulary learning abilities statistically significant used different English vocabulary learning strategies at 0.05.