# The Students' Strategy in Learning Indonesia Vocabulary at SDN 15 Pantai Hilir Labuhan Batu

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## ABSTRACT

*The vocabulary learning strategy used, analysis repetition strategy implementation, examined effectiveness on vocabulary retention, and formulated an adaptive model for local contexts. Using a qualitative case study approach, data were collected from one primary informant and three supporting informants through interviews, observations, document analysis, and stimulated recall sessions. The analysis revealed that the primary informant developed a sophisticated multi – modal repetition system with four techniques: temporal spacing, multi – modal reinforcement, contextual variation, and self-testing. Development factors included prior learning experience, parental influence, teacher methodology, and assessment patterns. This research gaps in the literature by examining vocabulary learning in rural coastal schools, adaption of repetition strategies to local contexts, and integration of traditional strategies with innovative elements under limited technological resources. These findings contribute to the development of more inclusive vocabulary learning models for diverse educational contexts in Indonesia.*

*Keywords: Vocabulary Strategies,*

## I.  INTRODUCTION

The importance of vocabulary learning cannot be overstated as vocabulary is a fundamental aspect of language acquisition. Vocabulary mastery enhances the ability to understand and produce language, which is crucial for effective communication in daily interactions. In the context of learners, especially in rural areas, a strong vocabulary foundation can significantly improve their confidence and competence in using  various settings (Schmitt, 2021). According to Schmitt (2021), effective vocabulary learning strategies such as repetition can lead to better retention and recall of vocabulary, thereby enabling learners to use new words more fluently and accurately in real-life situations. The significance of this study lies in its contribution to the development of a contextual vocabulary learning model for schools in rural areas. By understanding how a student adapts to the repetition strategy according to the local context, this research is expected to provide new insights for the development of more effective and meaningful vocabulary learning methods. Additionally, this research contributes to the enrichment of literature on vocabulary learning.

This study employed a qualitative case study approach, utilizing semi-structured interviews and structured observations as data collection methods. Semi-structured interviews were designed to gain in-depth insights into students' experiences, beliefs, and practices related to vocabulary learning strategies. The structured observations aimed to document the implementation and effectiveness of the repetition strategy in a natural classroom setting. These methods provide a comprehensive understanding of studenys' vocabulary-learning strategies.

## II.     LITERATURE REVIEW

Vocabulary learning strategies refer to the approaches, methods, and techniques used by students to learn new words (Schmitt, 2020). Second, the typology of vocabulary learning strategies divides strategies into six categories: memory, cognitive, compensatory, metacognitive, affective, and social. Third, the concept of repetition strategy refers to students' efforts to systematically repeat new words to increase their retention (Nasution, 2022). In the context of my research, I also consider the socio-cultural aspects that affect vocabulary learning.  that vocabulary learning strategies cannot be separated from the social, cultural, and economic contexts in which learning occurs. Thus, adaptation of the repetition strategy to the local context is an important focus of this study. The theoretical framework of this research also includes the concept of "Contextual Vocabulary Learning" which emphasizes the importance of associating vocabulary learning with a meaningful context for students. In addition, this study also refers to the "Community of Practice" theory from Wenger (2020), which sees learning as a process of participation in a community that has common interests and goals. Vocabulary learning strategies have undergone significant development over the last two decades. Oxford (2023) developed the latest comprehensive taxonomy, which categorizes vocabulary,   and the results showed that the approach that linked the target vocabulary to the socio-cultural reality of students significantly increased the relevance and retention of learning    multidimensional measurement methods. Putrawan and Sari (2021) developed the "Vocabulary Acquisition Assessment Framework" which includes four dimensions of measurement: Receptive Recognition is the ability to recognize the basic form and meaning of words Active Production is the ability to use words in sentences accurately Contextual Understanding is the ability to understand the nuances of meaning in various contexts Smooth Access is the speed and ease of accessing words in memory. Strategies with innovative elements such as local contextualization, multimodality, and collaborative approaches in the context of limited technological resources still requires more in-depth study. This study seeks to fill this gap by comprehensively examining how vocabulary learning strategies, especially repetition strategies, are applied and adapted to a specific context. Through an in-depth qualitative approach, this research is expected to produce a model of repetition strategies that are adaptive to the coastal socio-cultural context, as well as contribute to the development of vocabulary learning theories that are more inclusive of the diversity of educational contexts in Indonesia.

## III.     RESEARCH METHODOLOGY

This study uses a qualitative case study approach to investigate the vocabulary learning strategies used by the VI SDN Panai Hilir Labuhan Batu, which was chosen to facilitate an in-depth exploration of the individual learning process in its natural context. As Creswell and Poth (2023) point out, case studies are invaluable for "exploring constrained systems through detailed and in-depth data collection involving multiple sources of information." This methodological approach allowed for a thorough examination of the repeatability strategy, which is a significant finding. Research Participants: This study involved one main informant and three supporting informants. The main informant (Student A) was selected using a purposive sample based on the following criteria: (1) demonstrated consistent growth in vocabulary over the previous academic year, (2) willingness to participate in multiple in-depth interviews, and (3) recommendations from Indonesian teachers as reflective learners. Three supporting informants were selected to provide a triangulation perspective and to represent varying levels of achievement in language learning.
informant.

All the interviews were recorded with permission and transcribed verbatim. Classroom observations Six classroom observations were conducted to observe vocabulary learning in an authentic context. Observation focuses on student behavior during vocabulary instruction, strategies used during self-practice, and interactions that support vocabulary acquisition.    Document    analysis:    The    main    informants' vocabulary notebook and learning logs were examined to identify patterns in the implementation of the repetition strategy. Stimulated recall sessions: Two stimulated recall sessions were conducted with the lead informant using video recordings from class activities to encourage reflection on vocabulary learning strategies. Data Analysis Procedure The data analysis followed the six-phase thematic analysis framework of Braun and Clarke (2021):
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## IV.     RESEARCH FINDINGS

The most significant finding of this study was the broad reliance of key informants on systematic repetition strategies for vocabulary acquisition. An analysis of all data sources reveals that Student A has developed a sophisticated multi-modal repetition system that goes beyond simple rote memorization. During the interview, Student A explicitly described this approach: analysis of documents from Student A's vocabulary notebook confirms this systematic approach, revealing a structured system in which new vocabulary items are recorded with color-coding to indicate the stages of repetition. Each word is accompanied by a timestamp indicating when the word has been reviewed, with a checkmark indicating the completed repeat cycle. All three supporting informants confirmed their awareness of the repetition strategy but indicated a less structured implementation. Student Analysis identified four distinct repetition techniques employed by the primary informant,Temporal Spacing: Student A implemented a deliberate spaced repetition schedule. Observational data confirmed that vocabulary review occurred at increasing intervals (same day, next day, after three days, and after one week), consistent with research on optimal learning intervals..″

## V.    DISCUSSION

The structured implementation of repetition by the primary informant demonstrates greater sophistication than the basic repetition techniques documented by Kusumawardani (2020), who found that Indonesian junior high school students typically employed simple rereading without systematic spacing or multimodal engagement. The temporal spacing component of Student A's strategy aligns with Nurhayati's (2021) research on the optimal memory formation in vocabulary acquisition. Nurhayati found that increasing intervals between vocabulary review sessions enhanced retention rates among 6-7-year-old Indonesian students aged six to seven years. However, while Nurhayati's study implemented researcher-designed spacing schedules, the current findings demonstrate the student-initiated development of similar strategies, suggesting metacognitive awareness of effective learning principles.

## VI.    CONCLUSION

First, it highlights that successful redundancy procedures amplify past basic repetition practices to incorporate orderly worldly dispersing, multimodal engagement, relevant variety, and self-assessment components. The essential informant's organized approach illustrated the metacognitive mindfulness of memory arrangement standards that upgraded the viability of essential redundancy. Moment, the discoveries highlight how redundancy procedures create particular instructive and social settings. Unequivocal instruction in organized reiteration strategies, consolidation of dispersed learning standards into education strategies, and appraisal plans that energize efficient audits seem to improve lexicon procurement, and making a difference understudies create metacognitive mindfulness of their redundancy hones seem to encourage a more viable methodology.

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