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Universitas Brawijaya Universi Karuniawati, Mei. 2017. Hubungan Korelasi antara Strategi Pembelajaran Self-Regulation dan Jumlah Kosakata Reseptiv dari Mahasiswa Jurusan Bahasa Inggris di Universitas Brawijaya. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dra. Ismarita Ida Rahmiati, M.Pd. Kata Kunci: Strategi Pembelajaran Bahasa Inggris, kosakata reseptiv, mahasiswa sitas Brawijaya penutur asing Bahasa Inggris Universitas Br Penelitian ini bertujuan untuk mengetahui hubungan dari strategisitas Brawijaya Universi pembelajaran self-regulation dan jumlah kosakata reseptiv dari mahasiswa jurusan sil Universi Bahasa Inggris di Univerxitas Brawijaya. Sampel dari penelitian diambil darisitas B mahasiswa sastra Inggris semester 7 di Universitas Brawijaya. Penelitian ini termasuk dalam jenis penelitian kuantitatif sesuai dengan bentuk data yang numerikal dan membutuhkan analisa statistik dalam penghitungannya. Dalam pelaksanaannya, penelitian ini menggunakan metode penelitian korelasi/hubungan sesuai dengan tujuan diatas. Penelitian ini menggunakan dua instrumen pengambilan data, yaitu Self-Regulation Capacity Vocabulary yang diambil dari Tseng, et al. (2006) dan Receptive Vocabulary Size Test yang diambil dari Nation (2006). Instrumen pertama merupakan sebuah instrumen yang terbentuk dalam kuisioner dengan 20 sitas kesemuanya meliputi aspek pengendalian yang komitmen, sitas metakognitif, kejenuhan, emosi dan lingkungan. Instrumen kedua adalah sebuah tes dengan bentuk pilihan ganda yang terdiri dari 100 pertanyaan berdasarkan setiap word level sampai ke level 20.000 kata. Analisa data dilakukan dengan Universi menggunakan teori dari Karl Pearson Product Moment untuk menemukan sitas Br koefisien korelasi dari dua variabel dan t-test untuk menguji keabsahan dari hipotesis awal yang telah dibuat. Hasil dari penelitian ini menunjukkan adanya hubungan yang signifikan antar strategi pembelajaran self-regulation dan jumlah kosakata reseptiv. Kesimpulan ini didapat dari hasil penghitungan koefisien korelasi rxy yang sitas Brawijaya Universi menunjukkan angka yang lebih besar dari jumlah r_t dengan derajat kebebasan 65 sitas Br dan batas signifikan 5%, r_{xy} 0.84 > r_t 0.2387. Hasil dari perhitungan menunjukkan bahwa Ho ditolak dan Ha diterima, dengan kata lain terdapat hubungan yang signifikan. Selain itu, nilai dari r menunjukkan angka positif yang berarti terdapat hubungan positif dan hasil penghitungan r_{xy} yang termasuk dalam skala hubungan sitas Brawijaya sangat tinggi sesuai dengan pendapat Riduwan (2005). Kesimpulan yang bisa las Brawllay diambil adalah diantara kedua variabel terdapat hubungan yang positif dan tas R signifikan. Dengan kata lain, jika strategi pembelajaran self-regulation tinggi maka jumlah kosakata reseptiv juga tinggi. Kedepannya, strategi pembelajaran selfregulation diharapkan menjadi salah satu pilihan strategi belajar yang terbaik. Selain itu, penelitian ini diharapkan mampu memberi kontribusi yang besar untuk salah birangkan mampu memberi kontribusi yang besar untuk salah Universi peneliti selanjutnya dalam melaksanakan penelitiannya. tas Brawijaya Universitas Brawijaja Universitas Brawijaya

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rawijaya	Appendix 1 Self-Regulatory Capacity for Vocabulary Appendix 2 Receptive Vocabulary Size Test	52 ı Universitas Brawijav
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rawijaya	Appendix 9 The participants' answer of SRCVOC questionnaire	·····Umiv ²⁸ sitas Brawijav
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas INTRODUCTIONersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas BraThis chapter presents the introduction of the study that follows bysitas Brawijaya rawijaya background of the study, problem of the study, objective of the study and definition rsitas Brawijaya Universitof key terms.ya Background of the Study

The development of English is increasing widely over the globe as its itas Brawijaya Universi becomes the global language. This is in line with Crystal (2003, page 3) that says about development of certain language on special role that recognized in every stas Brawijaya Universi country makes it to be a genuinely global language. It means that English is not sit as Brawijaya rawijaya only use in native English speaking countries as their first language but there are Universit countries use English as their second language and others as their foreign language. Sitas Brawijaya The terms of first, second and foreign language stands for English language learners which show the language priority. The first language are well known as the mother Universi tongue, deals with language that use by certain people from they were born and in their daily life conversation. Both English as second language (ESL) and English Universitas foreign language (EFL) have different first language aside of English language. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi In ESL, English stands in second priority while EFL stands in more than thirdsitas Brawijava priority or over. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br English stands as a foreign language in Indonesia. The first language of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi Indonesian citizen is local language, and the second language is Bahasa Indonesia. rawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitin Indonesia, English is acquired privately and in a special occasion such as in	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitlanguage course, school's program, etc. In fact, English is learned in formal schoolsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas situation. It starts from elementary school level and becomes compulsory subject as Universitas Brawijaya Universitas Brawijaya	Brawijay
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rawijaya Irawijaya	Universitivel Bas the continuing level. Recently, the proportion of English acquisition issitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya Brawijaya	dismounting based on the new government's rules in the new Kurikulum 2013	Brawijay
rawijaya		Brawijay
rawijaya	Universit (2013). It is stated that English is reduced from elementary school lesson and it Universitas Brawijaya Universitas	Brawijay
rawijaya	University at the first year of junior high school level. rawijaya Universitas	
rawijaya	Universitas Prawill	
rawijaya	Universitas Br Approximately the periods of English acquisition in Indonesia is six years, sitas	Brawijay
rawijaya	Universiting three years in junior high school and three years in senior high school. By	Brawijay
rawijaya	Universitas	
rawijaya	Universi having such period of acquisition process, students are expected to have enoughsitas	Brawijay
rawijaya	University basic of English. In other case, EFL learning is continuing to University level which	Brawijay
rawijaya	Universit 1 Universit 2 Universit 3 Univer	Brawijay
rawijaya	Universitakes the amount of four years learning process. The University students of EnglishSitaS	Brawijay
rawijaya	Universit universit as university as un	Brawijay
rawijaya		
rawijaya	Universitas However, the longevity of its process does not always guarantee the success sitas	Brawijaya
rawijaya 	Universitas Universitas Universitas	
rawijaya	Universit of learning as EFL. It is necessary for the students to learn independently supported sites.	
rawijaya	by high motivation and strong willpower. In line with Zimmerman and Schunk	Brawijay
rawijaya Irawijaya	Universitas Bra Jaya Universitas	
rawijaya Brawijaya	Universit(2001) a suggestion, independent learning covers aspects of a learning vinsitas Universitas Brawija. Wijaya Universitas	
rawijaya	universi metacognitive, motivational, and behavioral ways. Psychologically, this construct	Brawijay
rawijaya	is known as self-regulation learning in which the process of learning is handled by	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	University tudents own thinking and motivational beliefs as well as managing their resources it as	
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas and the learning environment effectively, (Zahidi, 2012). In other words, students Universitas	Brawijay
rawijaya	Universitare handling all the process of learning by their self, not to depend on teacher's	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	University material and order. Naturally, the metacognitive skills will guide the learning sites	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	process into the appropriate atmosphere. Students improve, elaborate, and organize Brawlla)
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universit materials, evaluate the learning process and handle motivation in positive ways, ersitas Brawijay
rawijaya rawijaya	Universitas Brawijaya
rawijaya	Universit reading and writing. It is categorized into receptive and productive knowledge. Assitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit suggested by Laufer & Goldstein (2004), receptive knowledge relates to the skills Brawiia
rawijaya	University of listening or reading and productive knowledge relates to the skills of speaking or speak
rawijaya	Universitas Brawijaya
rawijaya	Universit writing. In line with the previous statement, vocabulary also consists of receptive sitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	Universit gained from listening or reading skills. It is the first step of vocabulary learning in Sitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	Universi which the learners receive the meaning of particular word. Productive vocabulary Brawijay
rawijaya	is the vocabulary gained from productive skills that is speaking or writing. It is the
rawijaya	University of the control of the con
rawijaya	Universit continuance of learning vocabulary to produce such words in a speaking or writtensitas Brawijay
rawijaya rawijaya	Universitation Univer
rawijaya rawijaya	
rawijaya	Universitas In the scope of self-regulation learning strategy, students' receptive sitas Brawijay Universitas Brawijay
rawijaya	Universit knowledge stands as prior knowledge of language acquisition. In other words, the Brawing
rawijaya	Universitas R
rawijaya	listening and reading skills become essential. For instance, in comprehending a text, Universitas Bra
rawijaya	Universitindependent learners seek information by using the receptive skills of reading. It is sitas Brawijay
rawijaya	Universitas Brawija wijaya Universitas Brawijay
rawijaya	Universit necessary to have a high vocabulary size especially the receptive vocabulary size. Brawijay
rawijaya	Also it is gained from many practices of reading and the consistency of maintaining
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universithe self-regulation learning strategies vijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In addition, there have been some studies done in the field of self-regulation Universitas Brawijaya
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rawijaya	University strategies and vocabulary size. There were two previous studies used as the Brawija)
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University proposed the study entitled by "Self-Regulated Capacity for Vocabulary Learning" ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitin Turkish High School Students; An Experimental Study". The methodology used sit as ersitas Brawijaya Universitas Brawijaya Univ University process of vocabulary learning by using self-regulation learning strategies. The sitas Brawijaya Universitas Brawijaya Other study is proposed by Senturk (2016) entitled by "Self-Regulation Strategies University and Receptive Vocabulary Size of EFL Turkish University Students". This study Universitinvestigated the relationship of certain language learning strategies (i.e. self-sitas regulation) with vocabulary knowledge. In the result both previous studies were able to find out the positive relationship of self-regulation strategies and vocabulary Universi size. So that persuades the researcher in choosing the topic. In doing so, the present study is expected to give significances among Universit heoretical and practical aspects. Theoretically, the finding of the present study is sitas expected to enrich the knowledge of self-regulation learning strategy and its Universitive relationship with vocabulary size for EFL learners and as for further sitas Brawijaya Universi researcher to become the reference in doing further study. Practically, EFL learners are able to consider this strategy as best fit strategy in acquiring vocabulary Universi knowledge. Therefore, the researcher chooses the 7th semester of English literature students by taking some considerations. The first is the students' level; these Universi students are included into intermediate level students of EFL learners, from their itas Br Universitas Brawijaya level of language skills (i.e. reading, listening, writing, and speaking) according to Universithe lesson schedule from first until seventh semesters. The second is, they have Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

	OTHER DESIGNATION OF THE PROPERTY OF THE PROPE	OTTO OTTO DIGITIE
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rawijaya	University mastered a lot about reading because their lesson is mostly related with reading because the reading becaus	Universitas Brawija
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rawijaya	Universit such as literature books, novel, prose, etc.ya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In investigating the self-regulation learning strategy the researc Universitas Brawijaya	Universitas Brawija
rawijaya	Universi Zimmerman and Schunk's theory (2012) dealing with the psychological	constructsitas Brawija
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rawijaya	Universition how students improve their learning and performance by loo	^{king} il ^{into} sitas Brawija
rawijaya	university metacognitive, motivational and behavioral means. Also, the researcher	chose the Brawija
rawijaya	Universitas Brawijaya	Universitas Brawija
rawijaya	Universitheory of Nation (2006) in investigating the receptive vocabulary size in	
rawijaya	Universitas Braw of how large the receptive vocabulary size can improve the language le	Universitas Brawija
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rawijaya	Universi EFL students especially from reading. Following these elucidation, the	
rawijaya	Universite Universite chose to do a research entitled "Correlation between Self-Regulated Str	Universitas Brawija
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rawijaya	Universi The Receptive Vocabulary Size of English Department Students at U	niversitas
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rawijaya	Universitas Problem of the Study Universitas	Universitas Brawija
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rawijaya	"Is there any relationship between self-regulation learning strategies and Universities Bra	receptive Universitas Brawija
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rawijaya	Universitas Braks stated in the explanation above, the objective of the study is t	_
rawijaya	Universitas Brawijaya Universitas Brawijaya the relationship between self-regulation learning strategies and	Universitas Brawija receptive Universitas Brawija
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁶sitas Brawijaya Universitas BraThis study hypothesizes on the existence of positive relationship between sitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya self-regulation learning strategies and receptive vocabulary size of ersitas Brawijaya English rawijaya Universit Department Students at Universitas Brawijaya. Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 1.5 Br Definition of the Key Terms Universitas BraThe followings are the definition of some key terms used to limit the scopesitas Brawijaya Universitas Brawi Universitas Brawi Universitas Brawi Self-Regulation Learning Strategy is the self-generated thoughts, feelings Brawijaya and actions that are planned and cyclically adapted to the attainment of personal sitas Brawijaya goals, (Zimmerman, 2000a, p. 14). It deals with the learning strategy of EFL learners by handling their own capability in acquiring knowledge such assitas Brawijaya motivation to learn, comprehension and strategic action. Self-Regulated Capacity of Vocabulary (SRCVOC) which is proposed by Sitas Brawijaya Tseng, et al. (2006) defined as one of strategic learning measurement in the stras Brawijaya notion of vocabulary which measures the control of commitment, Universitas Brametacognitive, satiation, emotion and environment. • Receptive Vocabulary Size is the knowledge of vocabulary by means of the Brawijava receptive knowledge that includes all of the words that a person understands Universitas Brawhen listening or reading Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Receptive Vocabulary Size Test a vocabulary size test that focuses on the Universitas Braceptive vocabulary proposed by Nation (2012). as Brawijaya Universitas Brawijaya rawijaya

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• English Department Students as the participants are the students of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braseventh semester of English literature at Brawijaya University./a rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya ersitas Brawijaya **Universitas Brawijaya Universitas Brawijay Universitas Brawijaya Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya niversitas Brawijaya rawijaya Universi rawijaya hiversitas Brawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya

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rawijaya	Universitas BraThis chapter presents the review of related literature of the study that	itas Brawijay
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rawijaya	Universitas Brancher have been so many studies in the field of self-regulation theories.	itas Brawijay
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rawijaya	Universi Dörnyei, (2005) suggested that recently, the field of language teaching and learning	
rawijaya 	University versearches directs the focus away from teacher to the learner and their language	itas Brawijay
rawijaya	Universi researches directs the focus away from teacher to the learner and their language	
rawijaya	Universi learning processes. In line with this, Dörnyei & Skehan (2003) proposed that for	itas Brawijay
rawijaya		itas Brawijay
rawijaya	Universithe last two decades the focus of language learning research has shifted from the	
rawijaya	University product to the process of language learning when they investigated language University	itas Brawijay itas Brawijay
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rawijaya	prefer to investigate the "how" or process in language learning. The results of its	itas Brawijay itas Rrawijay
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rawijaya	Universities study turn out to be significantly appropriate for EFL Learners to use self-regulation Universities Bra	itas Brawijay
rawijaya	Universi learning as their strategy. As Indonesian students who learn English as their foreign	
rawijaya	Universitas Brawii	itas Brawijay
rawijaya	Universitanguage the trigger to learn new language has to come from their inner self.	itas Brawijay
rawijaya	Universitas Br Zimmerman and Schunk (2001a) cited in Zahidi (2012), define a	itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Univers	itas Brawijay
rawijaya	Universi conceptualization of self-regulated learning as a psychological construct that	itas Brawijay
rawijaya	describes how learners improve their learning and performance by dealing the	itas Brawijay
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rawijaya	Universi metacognitive, motivational and behaviour means. The nature of metacognitive	
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rawijaya	rules beyond "thinking about thinking" which involves active control over the	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** University cognitive process engaged in learning. Cognitive process focus on achieving a ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Universi particular goal, such as understanding a text while metacognitive process focus on sitas sitas Brawijaya Universitas Brawijaya University understanding, (Livington, 2003). Others activities that belong to metacognitive sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universit comprehension, and evaluating progress toward the completion of assignment. Universit About cognitive and metacognitive skills, they may overlap and intertwined each sit as other. For instance, reading comprehension skills by self-questioning. Students may Universitind it as cognitive skills in regards obtaining knowledge though find it as Universi metacognitive skills in regards of monitoring what they have been read. However, we could differentiate both cognitive and metacognitive skills depend on the set Universitgoal. Simply, both motivational and behavioral means put the account of greater University elf-control from the students. They need both strong willpower and regular sitas Universitactivities to maintain the learning process as steady as possible. Commonly selfregulation learning strategy defines as independent learning strategy. It happens Universi because students are seeking the information by themselves, not to mention materials, way of learning, way of monitoring and evaluating the learning process. Universities Braw In addition, Zumbrunn (2011) proposed self-regulation as the essential of Universitas Brawijava Universitas Brawijava Universi learning process which help students create better learning habits and strengthensitas Brawijaya as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas their study skills, apply learning strategies to improve academic outcomes and to evaluate students' academic progress (Zimmerman, 2008; Jarvela and Jarvenoja, Universit 2011; Wolters, 2011; Harris, Friendlander, Sadler, Frizzelle, and Graham, 2005; De Universitas Brawijaya Universitas Brawijaya

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rawijaya	Bruin, Thiede and Camp, 2011). The role of self-regulation learning strategy is	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitimportant. Students could control the learning process, maintain good atmospheres ita	s Brawijay
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rawijaya rawijaya	Universitindependently. Likewise by having such authority, the learning process will besita Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
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rawijaya	Universitas Brawi Universitas Br In the scope of EFL learning process Tseng, et al. (2006) has outlined a new sita	s Brawijaya s Brawijaya
rawijaya	Universitapproach to generating a psychometrically-based measure of second or foreign sital	
rawijaya		s Brawijaya
rawijaya	Universi language in the notion of self-regulation capacity vocabulary (SRCVOC). It is to sital	s Brawijay
rawijaya	University quantify language learning strategy based on the particular language domain that is university	s Brawijay
rawijaya	University language learning strategy based on the particular language domain that is	s Brawijaya
rawijaya	University ocabulary learning. Rather than focusing on the outcome, its instrument stress on Sita	s Brawijay
rawijaya	University in high spirit to search for and then	s Brawijaya
rawijaya	the importance of innate self-regulation capacity in high spirit to search for and then University	
rawijaya 	Universitapply personalized strategic learning mechanism, (Tseng, et al., 2006).	
rawijaya rawijaya	Universitas Universitas Universitas The objectives of SRCVOC are described into two points, (Tseng, et al., sital	s Brawijaya s Brawijaya
rawijaya Irawijaya		
rawijaya Brawijaya	Universita 2006). At first, the instrument should target the learner trait of self-regulatory Universitas and	s Brawijaya s Brawijaya
rawijaya	University rather than survey specific behavioral habits, as has been the norm insital	
rawijaya	Universitas Brawiik Wijaya Universita	s Brawijav
rawijaya	Universit second language research. Second, the content and the structure should be based on sita	s Brawijay
rawijaya	Universitas Brawijaya Universita the theoretical construct. This construct consists of five facets;	
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rawijaya	Universitas Brow Commitment control, which helps to preserve or increase the learners' ersita	s Brawijay
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rawijaya	expectations or positive incentives and rewards; focusing on what would happen if the original intention failed).	s Brawijay
rawijaya	Metacognitive control, which involves the monitoring and controlling	s Brawijay
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rawijaya	Universitas Braw (e.g., identifying recurring distractions and developing defensive ersita	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
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rawijaya	Universitas Brawing on the first steps to take when getting down to an ersitation	
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rawijaya	Universitas Brow Satiation control, which helps to eliminate boredom and to add extra ersitas	
rawijaya	Universitas Braw attraction or interest to the task (e.g. adding a twist to the task; using ersitas	s Brawijay
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rawijaya	• Emotion control, which concerns the management of disruptive	s Brawijay s Brawijay
	Universities Braw emotional states or moods, and the generation of emotions that will be Universities Braw conducive to implementing one's intentions (e.g. self-encouragement; ensurance)	
rawijaya	Universitas Braw using relaxation and meditation techniques). Itas Brawijaya Universitas	s Drawijay
rawijaya	• Environmental control which helps to eliminate negative	
rawijaya	environmental influences and to exploit positive environmental	s Brawijay
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rawijaya	Universitas Braw difficult goal (e.g. eliminating distractions; asking friends to help and ersitas Universitas Braw no to allow one to do something).	
rawijaya rawijaya	Hadisand for Bull	- D
rawijaya	Universitas Br Universitas The instrument was developed through a three-phase process; developing Universitas	5 Drawijay
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rawijaya	Universitive item pool, piloting the instrument, evaluating the final instrument. The first straightful instrument.	
rawijaya		s Brawijay
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rawijaya	University the second phase which is piloting the instrument deals with the experiment of its	5 Brawijay
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rawijaya	Universitinstrument into 192 participants of Taiwanese university students to test the sites	D ::
rawijaya	reliability of the instrument. Afterwards, the instrument is evaluated by having	s Brawijay
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rawijaya	Universit follow-ups pilot of instrument with different participant and turns out to be reliable.	
rawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universitas	
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rawijaya	Universitas Bravocabulary is all the words which exist in particular language, (Schmitt,	s Brawijay
rawijaya	Universitas Braw	
rawijaya	Universit 2000). Likewise he mentioned another perspective of vocabulary; "While grammars it as	
rawijaya rawijaya	Universitas Brawijay Universitas Universitas a closed system in that there is a limited set of rules, vocabulary is open-ended, sitas	5 Drawijay 6 Prowijov
rawijaya		
rawijaya	with even older native speakers learning new words. As such, it is likely to be the	s Drawijay
rawijaya	Universitas Brawijaya	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas of vocabulary that stands for open-ended form rather than grammar in which closed Universitas Brawijaya Universitas Brawijaya	o Drawiiay
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rawijaya	system. Though EFL learners highly need to learn vocabulary, native speaker is	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita	o Drawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Thornbury (2002) stated that with grammar you can say a very little, but with rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi vocabulary you can say almost anything with words. This shows how much as Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary is important and likely usable in learning a language. as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br In EFL learning context, vocabulary is the prior knowledge to be mastered. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita Universi kinds of vocabulary; receptive and productive vocabulary (Gairns & Redman, 1998). The receptive vocabulary by other notion as passive vocabulary refers to the vocabulary which associated with reading or listening skills. On the other hand, the productive vocabulary by other notion as productive vocabulary refers to the vocabulary which associated with writing or speaking skills. In addition, Kamil and Hiebert (2005) cited in Muslikh (2014) propose that receptive vocabulary "is the Universi words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneously for they may recognize the Universit words' meaning as they are reading and listening", while productive vocabulary "is Universithe words that are familiar or easy to recognize and these are often used by an individual particularly in writing and speaking". This definition constructed by Universithaving the outlook on its usage, practical and theoretical ways. Formerly, according to its notion the definition of receptive vocabulary deals with words that can be understood (received) while reading or listening. On Universi the other hand, productive vocabulary deals with the words that can actually uses it as (produce) while writing or speaking. Correspondingly, based on Al Khofi (2009) the course of learning is comes first from receptive vocabulary which receptively a meaning of a words then comes to the productive vocabulary which produce Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University ocabulary in speaking or written text. Intuitively, many studies have found that ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitlearners were having much larger receptive vocabulary than productive one (e.g., sit as Fan, 2000; Zhou, 2010; Webb, 2008). In a summary, the receptive vocabulary is rawijaya Universithe first step of learning vocabulary in which EFL learners understand the meaning sitas Brawijaya Universitas Brawijaya University vocabulary. Receptive Vocabulary Size Test

The Receptive Vocabulary Size Test is a test developed by Nation et al Sitas Brawijaya Universi (2006). It was designed to measure the written receptive vocabulary that issitas B vocabulary knowledge for reading. The words from the test are from the word list Universit developed by Nation (2006) which was derived from British National Corpus itas (BNC). The form of the test is in the multiple-choice form. There are two versions University of the test; 14.000 word levels and 20.000 word levels. The 14.000 version contains Brawijaya Universit140 multiple-choice items, with 10 items from each 1000 word family level. For sizes the 20.000 version, it contains two parallel A and B version containing 100 multiple Universitchoice items separately. In this study, the researcher used the second version of the test, which is the University 20.000 version instead of the first level. The rationale lied on the number of University Brawijaya University Brawijaya University Brawijaya Universit questions per each version test. As the first version has 140 multiple choice items it as Brawijaya while the second version has fewer questions that are 100 multiple choice items, the researcher decides to use the second version of the test considering the Universi difficulties of the participant in answering the test. Yet, it consists of two version; Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijay
rawijaya	version A and B. Both versions is paralleling each other, by detailed inform	llniversitas E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijay
rawijaya	University version A mean 81.37, sd 16.662; version B mean 83.20, sd 13.982. He	ence, it issitas E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya likeable to use one version in doing a research as they are significantly si	Universitas E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	"Universitas E	Brawijay
rawijaya	Universitas Brathe answer stands as it is right or wrong, because there was no c	orrections tas E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijay
rawijaya	University or guessing the answer to distort the measurement of vocabulary size. The	e scoring Sitas F	Brawijay
rawijaya	process is rationalized into (1) point for the correct answer and (0) point	nt for the F	Brawijay
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rawijaya	Universityrong answer. Later the total score of the test must be multiplied by 20	0, which sitas F	Brawijay
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	Universit	niversitas E	
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rawijaya	Universita According to Nation (2006), to interpret the score is necessary to	look out sitas L	Brawijay
rawijaya	Universities which was a size proceeded to goin full tout account of 0.80% in various	Universitas E	Brawijay
rawijaya	Universithe vocabulary size needed to gain full text coverage of 98% in various		
rawijaya	Universitas Bl. /a texts.	Universitas E	
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rawijaya	Universitas Brawija Wijaya Universit Table 2.1 Vocabulary sizes coverage of various kinds of texts Wijaya	Universitas E	
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rawijaya	Novels 9,000 word families 1-2% Universitas Brawi Newspapers stas B 8,000 word families 5-6%	Universitas E	
rawijaya	Children's movies 6,000 word families 1.5%	Universitas E Universitas E	
rawijaya	Universitas Brawi Spoken English 7,000 word families 1.3%	—Universitas E —Universitas E	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
rawijaya	University with a range of un-simplified spoken and written test. In addition, the pre-	eliminary	Zrawijay Brawiiay
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rawijaya			ping with study at an English		Brawijay
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rawijaya	Universitas Brawijaya U	Iniversitas Brawijaya	a Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitspeaking PhD stude	ents have around a 9,000	word vocabulary. rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya U	Jniversitas Brawijaya	a Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	, the score was classifie	d as high, medium and low f	requency	Brawijay
rawijaya	University words as listed bell	ows:	rersitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya		as Brawijaya	Universitas	Brawijay
rawijaya	Universit Table 2.2 Interpre	etation of the score	rawijaya	Universitas	Brawijay
rawijaya	Universitas Brawi Level	1000 word family	Learning procedures	Unive rsitas	
rawijaya	Universitas Br	lists	Learning procedures	Universitas	
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rawijaya	Universit	JOYA ANY W	Deliberate teaching and lear	ningive rsitas	Brawijay
rawijaya	Universi Mid-frequency	3000-9000	Reading mid-frequency read Deliberate learning	ersitersitas	Brawijay
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rawijaya	Universit ^{2.5} \ Self-Regula	ation Learning Strategy	and Receptive Vocabulary	niversitas	Brawijay
rawijaya	Universitas \ Nowadays,	vocabulary is considered	as one of the rudimentary cor	nponents	Brawijay
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rawijaya	University B the lack in this aspe University Bra	ect may affect learners' c	ommunication skills (Nation	Universitas	Brawijay
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rawijaya	Universit line with previous s	tatement, Richards and F	Renandya (2002) considered vo	•	
rawijaya	Universitas Brawija		wijaya	Universitas	Brawijay
rawijaya	Universitas the main compor				
rawijaya	Universities Braying of listening Universities Brawijaya	g, speaking, reading and	writing. The words of vocabul	Universitas ary carry	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Iniversitas Brawijaya	a Universitas Brawijaya particularly FFI_learning cor	Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya as well as the other learning process, students must through their receptive skills Universi (reading or listening). Since the productive skill of vocabulary learning is writing, sitas the receptive skill used in this aspect is reading which makes it to the receptive Universityocabularijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Brawijaya Universitas Brawijaya Universi thoroughly by using learning strategy. As stated before, in the field of language Universitlearning process many researches has shifted from teacher-center into students-sit center learning. It is reasonable, that learners' strategy is quite efficient for learning process. In line with Coxhead (2006), Nykos and Fan (2007) cited in Amirian et al Universi (2015) statement that learners "who consciously use learning strategies and monitorsitas their performance perform better than those who are less cognizant to do so". Universi Furthermore Yamamoto (2013) proposed that "not only did successful learners uses a variety of strategies, but they also took a structured approach by engaging in self-Universitinitiated learning activities, keeping records of new words, and reviewing them". Sitas Brawijaya Universit Therefore, though many learning strategies used in vocabulary learning process the self-regulation learning strategy is yet the best strategy to use. Since, self-regulation Universitlearning strategy covers the process of monitoring and evaluating the learningsitas Braw process and also motivational and behavioral ways the learning process would be Universitas Br In the summary, self-regulation learning strategy might become effectives it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit strategy in learning vocabulary. Thus, self-regulation learning strategy constructed the ideal relationship with receptive vocabulary size in some ways. Having high Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya University ocabulary size. Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.6 BraHypothesis Iniversitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universition prove. It is made as the basis of reasoning without any assumptions of its truth. Sitas Brawijaya s Brawijava Universitas Brawijava UniversitIn a study, hypothesis as the starting point and limitation in which lead the sitas Brawijaya researcher to investigate a topic. In addition, Sharmaa (2005) believe that Universit hypothesis is a tentative explanation that accounts for a set of facts and can be sitas Brawijaya Universi tested by further investigation". Furthermore, there are two kinds of hypothesis, sitas Brawijaya rawijaya (Sarjono and Julianita, 2011); Null Hypothesis (Ho) defined as variable X is not significantly correlated as Brawijaya rawijaya with variable Y rawijaya Alternative Hypothesis (Ha) defined as variable X is significantly Stas Brawijaya correlated with variable Y Universitas Braby adding the Self-Regulation Learning Strategy as variable X and sitas Brawijaya Receptive Vocabulary Size as variable Y, the hypothesis of this study is formulated Universitas Brawijaya Universitas Lina Julius Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra. Null Hypothesis (Ho): There is no significance correlation between self-sitas Brawijaya Universitas Brawi Indonesian university students. a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

	OTHER DESIGNATION OF THE PROPERTY OF THE PROPE	
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rawijaya	Universitas Brob. Alternative Hypothesis (Ha): There is significance correlation between	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijself-regulation learning strategy and receptive vocabulary size of EFLsitas	Brawijay
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rawijaya	Universitas Bran doing the research, two previous studies are selected to be the guideline.	Brawijay
rawijaya	Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universit The first study is proposed by Senturk (2016) entitled "Self-Regulation Strategies it as	Brawijay
rawijaya	Universitas Braw and Vocabulary Size of EFL Turkish Students". This study investigated the Universitas	Brawijay
rawijaya	Universitas By Ocabulary Size of ETE Turkish Students. This study investigated the sitas	Brawijay
rawijaya	University relationship of EFL learner's self-regulation learning components and vocabulary sites	
rawijaya	Universitas	
rawijaya 	Universi knowledge based on participant's proficiency level and vocabulary use. The sitas	
rawijaya	Universi methodology use is the correlational research design. The data was collected by inversitas	Brawijay
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rawijaya	Universitusing two instruments; 150-item Schmitt vocabulary test and Self-Regulatorysitas	
rawijaya	Universit Capacity in Vocabulary Learning (SRCVOC) proposed by Tseng, et al (2006). The	
rawijaya	Diliversitas	Brawijay
rawijaya rawijaya	University participants of this study is 149 students at Hacetteppe University and 30 English Universities	
rawijaya Irawijaya	University Language and Literature students at Bulent Ecev it University. The finding of the	
rawijaya Brawijaya		
rawijaya	Universities By study is there is a strong positive correlation between high levels of self-regulation Universities Branch and Control of Self-regulation Unive	Brawijay Brawijay
rawijaya	Universitand high vocabulary use.	
rawijaya	Universitas Brawija wijaya Universitas	
rawijaya	Universitas Bra The second previous study is proposed by Belican and Yesilbursa (2015) sitas	Brawijay
rawijaya	Universitientitled "Self-regulated capacity for vocabulary learning in Turkish high school	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit students: An experimental study". This study investigated the general attitude of asitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
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rawijaya	University particularly vocabulary learning strategies, and to investigate whether or not one	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi month awareness-raising program for self-regulated vocabulary learning strategies sitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit autonomously and the rate of success among the students. The methodology use in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universithis study is experimental study which investigates the effect of one variables it as towards another variable. The data collected by using some instruments; Turkish University of the Self-Regulatory Capacity in Vocabulary Learning (SRCVOC) sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi (Tseng, et al., 2006), a short Background Questionnaire, a pre-test, a post-test, four Brass Brawijaya University unit test, and the students weekly journals. The participants of this study were 14-Universityear-old 9th graders which consist of 31 male students at a private high school in sitas Ankara. The finding of this study showed that age is a critical factor to take into consideration before raising awareness program for self-regulated learning is Universi commenced. Both previous studies were similar in ways of investigating the self Universit regulation learning strategy and the vocabulary size of EFL students. However, Si there were some differences occurred in the methodology use. The first previous University uses correlational research design, while the second previous study uses study uses universi experimental study. Also, for the participant the first previous study were EFL students in the level of University students while the second study were EFL University students in the level of high school students. The similarity of the first previous study and the recent study was in the methodology used and the participant's level use of the research which investigate Universitas Brawijaya Universitas Brawijaya Universi Universithe relationship of self-regulation learning strategy and the vocabulary size of EFL sites University students. While the differences located in the research's topic although it is just have slightly different topic. The first previous study investigated the self-Universi regulation learning strategy and the vocabulary size, though the recent study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ² sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University investigates in the self-regulation learning strategy and the receptive vocabulary strategy and the receptive vocabulary Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit size. Besides, the similarity of the second previous study and the recent study wassitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the use of instrument; SRCVOC by Tseng, et al. (2006). The difference lied on the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universit methodology used (i.e. experimental and correlational research design) and the itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya participants of the study (i.e. high school and university students). rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universit Iniversitas Brawijaya rawijaya rawijaya rawijaya rawijaya niversitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Brawijaya

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Universitas Brawijaya Universi RESEARCH METHODS itas Brawijaya	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
Universitas BraThis chapter presents the methodology used in the study that for	ollows/bysitas Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
Universitas Brawlaya Population and sample, data collection and data analysis.	Universitas Brawijay
Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
Universitas Brawijaya	Universitas Brawijay
	Universitas Brawijay
Universitas Braw In this study the researcher chose the quantitative approach in the	Universitas Brawijay design of
Universitas Br	Universitas Brawijay
	-
using numerical data and statistical analysis. In analyzing the data, it	Universitas Brawijay is highly oitas Brawijay
needed to use statistical ways because of the form of the data that is	numbers. Sitas Brawijay
**************************************	niversitas Brawijay
Correlational research design. It was emphasized on finding the relationsh	nip of two niversitas Brawijay
Universitas	Universitas Brawijay
Universit negative relationship.	Universitas Brawijay
Universitas B. There were two variables in this study; variable x and variable	e Universitas Brawijay
Universitas Bra	Universitas Brawijay
Universitresearcher chose self-regulation learning strategy of EFL Indonesian U	Iniversitysitas Brawijay
Universitas Brawij wijaya Students to become variable v while recentive vocabulary size of EEI. In	Universitas Brawijay
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3.2 Population and Sample	Universitas Brawijay
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of cultural studies, by taking the 7 th semester students of English literature	ire as the sitas Brawijay
	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ ²² sitas	Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	participant. The populations were 199 participants. However, the researcher	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijaya
rawijaya	Universit decided not to choose all the population to be the participants of the studysitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas considering the limitation period of time. Instead, the researcher took the sample of Universitas Brawijaya Universitas Brawijaya	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	Universi the participant by using Slovin's theory in the scope of probability sampling. The sites	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	Universit result of the sample size showed that there were 67 participants that would become	
rawijaya	Universit the subject of this research. These were the formulation of Slovin's theory;	Brawijaya
rawijaya	Universitas Brawijaya Universitas	Brawijaya
rawijaya	Universitas Branvijaya Universitas	
rawijaya	Universitas Braw 199 Which: n = sample size Universitas Universitas	
rawijaya		
rawijaya rawijaya	N = given the population size	Brawijay
rawijaya rawijaya	University University $n = \frac{199}{2.00}$ University $n = \frac{199}{2.00}$ $e = \text{margin of error (10\%)}$ $e = \text{margin of error (10\%)}$	
Irawijaya Irawijaya	2.99	s Brawijaya s Brawijaya
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rawijaya Brawijaya		Brawijaya Brawijaya
rawijaya	Universita	
rawijaya Brawijaya	Universita According to Sarjono and Juanita 2011, probability sampling is the sitas	
rawijaya Brawijaya	Universitas Universitas	
rawijaya	Universitian sampling technique which gives the equivalent chances and opportunity for each	: Brawijay:
rawijaya	University participant to be chosen. There were five techniques in probability sampling; simple sitas	
rawijaya	Universitas B.	
rawijaya	Universi random sampling, proportionate stratified sampling, disproportionate stratified stratified	
rawijaya	Universitas Braw random sampling, cluster sampling, systematic sampling. Yet, in this study the	
rawijaya	random sampling, cluster sampling, systematic sampling. Yet, in this study the Universitas Brawija.	Brawijay
rawijaya	Universi simple random sampling technique would be used as the sampling technique. The	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	Universi researcher made a lot with the names of all 199 students of English literature at Sitas	
rawijaya	Universitas Brawijaya. Then the researcher drew the lottery by raffling the lot one	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
rawijaya	University one until it got 67 participants. Cooper and Schindler (2006:421) stated that it as	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas simple random sampling is defined as the way of sampling in which every element	Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	University of population takes equivalent chances to be chosen and the sample is using the	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
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rawijaya	Universit3.3 Brakesearch Instruments Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universities Branch Instrument is a tool to gather the data of a research. There were five types it as	Brawijay
rawijaya	University of instruments namely; questionnaire, interview guide, observation sheet, test and	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit documentation. However, in doing this research, the researcher only chose two sites	
rawijaya	Universitas Braw' Universitas	Brawijay
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rawijaya	Universities Universities Universities Universities	
rawijaya	Universitas Universitas	
rawijaya	Universi 1. Questionnaire hiversitas	
rawijaya	Universit Univer	Brawijay
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rawijaya	Universit questionnaire. It was proposed by Tseng, et al (2006) namely self-sitas	
	Universita regulatory capacity for vocabulary learning (SRCVOC). It was used to	Brawijay
rawijaya		
rawijaya	Universitate measure the level of students' self-regulation learning strategy in EFLSitas	Brawijay
rawijaya rawijaya	Universitas Universitas Learning process. There were 20 questions listed in the questionnaire, which sitas	Proviiov
rawijaya Irawijaya		
rawijaya Brawijaya	measure the five subscales of self-regulatory learning strategy;	Brawijay
rawijaya	Universitas Bracommitment, metacognitive, satiation, emotional and environmental sitas	
rawijaya	Universitas Brawija Wijaya Universitas	
rawijaya	Universitas Bracontrol. The questions were formed in English distributed to the 7th control.	Brawijay
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya. There Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijay
rawijaya	Universitas Brawere 4 questions for each subscale listed on the table underneath; Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
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rawijaya	Universitas Brawija Commitment control awija 4,7,10,13 rsitas Brawija /a Universitas	Brawijay
rawijaya	Universitas Brawija Metacognitive control 5, 9, 11,16 sitas Brawija a Universitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
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rawijaya	Universitas Brawija				Universit			Universit		
rawijaya	Universitas Brawija				Universit			Universit		
rawijaya	Universitas Brawija				Universit			Universit		
rawijaya	Universitas Brawija	Hudusu	olles D		I I to be a weath	tas Brav	vija va	Universit		
rawijaya		Emotional c			6, 12, 15	tas Brav	vijaya	Universit		
rawijaya	Universitas Brawija	ZII VII OIIIICI			14,17,20 Universit			Universit		
rawijaya										
	Universitas Brawija By us Universitas Brawija	ing Likert sc	ale, the a	nswer of tl	he question	naire wou	ıld be in	the form	as Dr	awijay
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ende	d question in a particular con	itext. It was proposed by Nati	on (2006)
Universitas Brawija	udents' receptive vocabulary	especially the vocabulary ki	nowledge.
			Universitas Brawijay
Universitas Br. on th	e table below;	DR1. Wa	Universitas Brawijay
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Universit	21-25	5.000	niversitas Brawijay
	26-30	6.000	Jniversitas Brawijay
- 1			Universitas Brawijay
			Universitas Brawijay
	46-50	10.000	Universitas Brawijay
	51-55	11.000	Universitas Brawijay
	20 00	4 b 12.000	Universitas Brawijay
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Universitas Brawijaya Universit was collected by using two instruments as stated in the previous explanation. It was ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University administered by distributing the instruments to the EFL university students of sitas Brawijava as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya English literature to gain the data. as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Since the researcher chose the random sampling technique, the participant's sitas Brawijaya Universitas Brawijaya University of English literature at University Brawijaya. Then the researcher drewsitas Brawijaya Universithe lottery by raffling the lot one by one until it got 67 participants. It could avoid at a the subjectivity on choosing the participant. Also, by using random sampling technique the researcher believed that there was no gender difference; man or Universi woman has the same level. Yet, all the students of English literature have the same opportunities to be chosen as the research participant. This procedure was applied for both instruments; questionnaire and test. After the researcher got the list of the participant, the researcher found the Universit participants by asking one of her friends in the 7th semester of English Literature to Sitas Brawijaya University gather all the chosen participants. Then, the researcher gathered the participants into a class to distribute the questionnaire and the test. The completion of the Universit questionnaire and the test approximately took 50 minutes to complete two sitas Brawijaya instruments. The first twenty minutes were used to finish the SRCVOC, and other thirty minutes were used to complete the second instrument which was Receptive UniversitVocabulary Size Test. versitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya**

Universitas Brawijaya Universitas BraThe data analysis has an important role in conducting a research or study.sitas Brawijava As supported by Hancock & Algozzine (2006) cited in Zahidi (2012) "The analysis Universit of documents can provide a rich source of information with which to complement as Brawijaya Universitas Brawijaya Universit The procedures in finding out the correlation listed as follow; rawijaya Universit1. B Analysing the data based on theories from expert Universitas Braw. The first data was the score of the Self-Regulation Learning Strategies, Universit Questionnaire proposed by Tseng, et al. (2006). This questionnaire was formed Sitas Brawijaya Universi based on Tseng's theory of self-regulation strategy which were constructed by five it as B subscales of control; commitment control, metacognitive control, satiation control, Universitemotional control and environmental control. The second data was the score of sitas Receptive Vocabulary Size test proposed by Nation (2006). This test was used to Universitinvestigate the word level of English learners, whether native speaker or non-native Sitas Brawijaya Universi speaker. According to Nation, non-native speaker needs to have minimum standard to be able to acquire English in the level of 8.000 words. Universitas BraAfterward both data were transformed into descriptive statistical formsitas Brawijaya which consists of numerical data. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 2.5 B Analysing the data to find Correlation Coefficients Brawijaya Universitas Brawijaya shows the relationship from both variables. It expressed as values between -1 and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi +1. In detail the negative mark (-1) described as the negative correlation which Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya correlation which means a change on one variable will predict a change on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay the same
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rawijaya	Universita r_{xy} = correlation coefficient	Jniversitas Brawijay
rawijaya	Universitas N = the total of sample in this study	Universitas Brawijay
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rawijaya	Universities $\sum X$ = the total score of SRCVOC	Universitas Brawijay
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rawijaya	Universitas Brawija Washala Sin Tark Sana wijaya	Universitas Brawijay
rawijaya	Universitas Brawijay Vocabulary Size Test Score (awijaya	Universitas Brawijay
rawijaya	Universitas $Br \Sigma X^2$ = the total of the squared scores of SRCVOC Brawijaya	Universitas Brawijay
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rawijaya	Universitas $Br \sum Y_{jay}^2$ the total of the squared scores of Receptive Vocabulary	
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			n coefficient (r _{xy}) awijaya	
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rawijaya	interpretation sc	ore table proposed by Riduv	wan (2005:136) below;	Universitas Brawijay
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rawijaya	_		a Universitas Brawijaya	
rawijaya	Universitas Brawijaya	Coefficient Interval	Correlation level	Universitas Brawijay
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rawijaya	Universitas Brawijaya	0,60-0,799	ersHigh Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawi aya	0,40-0,599	Moderaterawijaya	Universitas Brawijay
rawijaya	Universitas Brawi av	0,20-0,399	Low rawijaya	Universitas Brawijay
rawijaya	Universitas Brawi	0,00-0,199	Very low Viaya	Universitas Brawijay
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rawijaya	Universi Very high	= there is very high c	orrelation between variable x	
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rawijaya	Universitas Bra	- There is correlation	aya	y, Universitas Brawijay
rawijaya	Universitas Braw	correlation is very lit	ttle or weak. Thus, it is con	sidered assitas Brawijay
rawijaya	Universitas Brawija		wijaya	
rawijaya	Universitas Brawijay	there is no significant	correlation. awijaya	
rawijaya	Universitas Brawijaya	Universitas Little	- Universitas Brawijaya	
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rawijaya	Universitas Brawijaya	he significances of both var	riables, the t-test was used. I	ts formula Sitas Brawijay
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rawijaya	Universitas BiThe research	her concluded the result of			
rawijaya	Universitas Braw' Universitas Brant at the l	evel of 5% by df. It was us	ed as the probability to rejec	t the null	Brawijay
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rawijaya	Universit Universit	8.	FDK	75	15000		niversitas	Brawijay
rawijaya	Universit	9. 10.	LPT INA	80 43	16000 8600		hiversitas	Brawijay
rawijaya	Universit	11.	RYZ	67	13400	-	hiversitas	Brawijay
rawijaya	Universit	12.	SH	61	12200		niversitas	
rawijaya	Universita	13.	THJ	68	13600		Jniversitas	
rawijaya	Universitas -	14.	WF	48	9600		Universitas	
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rawijaya	Universitas L	16.	HA	66	13200	- ///	Universitas	
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rawijaya	Universitas Brawijaya	26.	PWKas Brawija	va 67 niv	13400 av	<u>/</u> ijaya	Universitas	
rawijaya	Universitas Brawijaya	27.	ERW	71	14200	4jaya	Universitas	
rawijaya	Universitas Brawijaya	28.	FIM FIM	41	8200	/ ijaya	Universitas	
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rawijaya	Universitas Brawijaya	Uni	versitas Brawijaya	a Univ	versitas Braw	iiava	Universitas Br	awiiav
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rawijaya	Universitas Brawijaya	No	Nama	Score	Wolu	ijaya	Universitas Br	
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rawijaya	Universitas Brawijay	44.	FTY	63	12600 aw	ijaya	Universitas Br	awijay
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	Universit	54.	RAF	74	14800		niversitas Br	
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rawijaya	Universitas Bl	61.	RWT	75	15000	a	Universitas Br	
rawijaya	Universitas Bra	62.	QRT	87	17400	aya	Universitas Br	
rawijaya	Universitas Braw	63.	SRT	58	11600	jaya	Universitas Br	
rawijaya	Universitas Brawija	64.	GHT	57	11400 W	jaya	Universitas Br	
rawijaya	Universitas Brawijay	65. 66.	TU HBY	93	18600 aw	ijaya	Universitas Br	
rawijaya	Universitas Brawijaya	67	UYT	81	16200	jaya	Universitas Br	
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rawijaya	Universitas Brawijaya	Uni	versitas Brawijaya	a Univ	versitas Braw	ijaya	Universitas Br	awijay
rawijaya	Universitas Brawijaya	Uni	versitas Brawijaya	a Univ	versitas Braw	ijaya	Universitas Br	awijay
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	Universitas Brawijaya	a Universitas Brawijaya	Universitas	Brawijay
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Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	Universitas	Brawijay
Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	Universitas	Brawijay
Universitas Brawijavas	stical description of Recep	tive Vocabulary Size Test	Universitas	Brawijay
	Universitas Brawijaya	a Universitas Brawijaya	Universitas	Brawijay
Universitas Brawija <mark>ya</mark>	- Ulliversitas brawilay	- Universitas biawnava	Universitas	Brawijay
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Universitas Brawija <u>ya</u>	UnivMinimumBrawijaya	a Universit33 Brawijaya	Universitas	Brawijay
Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	Universitas	Brawijay
Universitas Brawijaya	Universitas that the average score of t	universitas Prawijava ne participant is 69 5 which t	Universitas	Brawijay
Universitas Brawijaya	Univer Univer	ersitas Brawijaya	Universitas	Brawijay
	l enough. Also, the mediu	m score of the score's inter-		
Universitas Brawijay	e's interval is wide it is ver	rawijaya	Universitas	Brawijay
lowest score is 3	33. Yet, the score that often	appears are 80 meaning good	d score. It	Brawijay
Universitas	学 等	差	universitas	Brawijay
	arriety in the interval of the p	participants' score.		
4.2 Data An	nalysis	PAR Y		
III data a	nalysis, the researcher defin	ed the procedures of analyzin		
	which listed below;		/	
Universita	30 18			
	g the data based on theoric	es from expert		
	ere two types of data in the	e form of questionnaire resul		
Universitas I			Universitas	Brawijay
Universitas B. The ques	stionnaire data were result	ed from the Self-Regulatory	Capacity	Brawijay
University ocabulary take	en from Tseng, et al. (2006).	The second test data were resu	ılted from Sitas	Brawijay
Universitas Braw		J jaya	Universitas	Brawijay
Universitas Brawijay each data would	be investigated according to	o each expert's theory.	Universitas	
	_			
Universitas Brawijaya	universitas Brawijaya the previous table (table 4	universitas Brawijaya L) showed that each scales w	Universitas as having	Brawijay
different score.	There were 4 questions per	each scale. Then, the resear	cher took	Brawijay
Universitas Brawijaya		a Universitas Brawijaya	Universitas	
	Universitas Brawija va Universitas Brawija va	Universitas Brawijaya Universitas Universita	Universitas Brawijaya Universitas Un	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Univer

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univ ³⁷ sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit accordance, the researcher tabulated the percentage of each scales into	th!hiyorsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitbelow; awijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Table 4.5 The percentages of five sub-scales	Universitas Brawijay
rawijaya	Table 4.5 The percentages of five sub-scales Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijava UrScalesitas Brawija Amount vers Percentage jaya	Universitas Brawijay
rawijaya	Universitas Brawij (1) Commitment Brawijay 209 niver 15.6 % rawijaya	Universitas Brawijay
rawijaya	Universitas Brawi (2) Metacognitive 202.5 15.1% 196.75 14.7%	Universitas Brawijay
rawijaya	(3) Satiation 196.75 14.7% (4) Emotional 193.75 14.4%	Universitas Brawijay
rawijaya	Universitas Brawij (5) Environmental 214.25 16 %Brawij aya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Braw	Universitas Brawijay
rawijaya	Universitas Br $p = \frac{a}{n \times ca}$ $a = \text{amount}$	Universitas Brawijay
rawijaya	Universitas	Universitas Brawijay
rawijaya	Universita n = participant	Universitas Brawijay
rawijaya	Universi ca = correct answer per scale (20)	niversitas Brawijay
rawijaya	Universi Universi	niversitas Brawijay
rawijaya	Universi Since, there were five scales in the self-regulatory capacity vocab	oulary\thesitas Brawijay
rawijaya	Universit	hiversitas Brawijay
rawijaya	University percentage of each scale was 20% portion. The final score of the percent	agesiwas Brawijay
rawijaya	Universit 75.8%. It was given by considering the form of the questionnaire answer w	hichwassitas Brawijay
rawijaya	Universita:	Universitas Brawijay
rawijaya	Universi using Likert scale, the answer of each question did not always perfect like	elgettingsitas Brawijay
rawijaya	Universitas 5 point but there were some questions that got 4, 3, 2, 1 even 0 points. The Universitas B	Universitas Brawijay
rawijaya	Universitàs B	Universitas Brawijay
rawijaya	Universitivere given because each question was answered in the scales/ranges, in	detair; ssitas Brawijay
rawijaya	Universitas Braw	Universitas Brawijay
rawijaya	University point for strongly agree, 4 point for agree, 3 point for partly disagree, 2	
rawijaya	slightly disagree, 1 point for disagree and 0 point for strongly disagree. So	Universitas Brawijay, the total
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi score percentages did not reach 100% because not all questions were ans	•
rawijaya	Universities Brawijaya	Universitas Brawijay
rawijaya		
rawijaya	Universit regulation which were identified from the non-strongly agree answers.	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Br Furthermore, the result of each scales showed almost the same po	
rawijaya	though it just had a slight differences. The highest percentage was environmental to the state of the state o	Universitas Brawijay
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	control, which means the participants' were able to control the atmosphere and the	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitenvironment surround them. Yet, the lowest percentage was emotional control.sitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Thus, in the self-regulatory capacity vocabulary all scales (i.e. commitment, University Services Brawilaya	Brawijay
rawijaya	Universi metacognitive, satiation, emotional and environmental) were considered as having it as	
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas	
rawijaya	the same proportion in the field of self-regulation learning strategy.	
rawijaya	Universitas Branch second data was the score of receptive vocabulary size. It showed how	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	Universi many was the size of participants' receptive vocabulary size. According to Nationsitas	
rawijaya		
rawijaya	Universitas Braw (2006) the standard level of EFL learners was in the 8000 word level in order to sitas	Brawijay
rawijaya	Universit deal with a range of un-simplified spoken and written test. In the result (See table	Brawijay
rawijaya	Universitas	
rawijaya	Universi 4.3) all participants excluding one participant (EB) has covered the 8000 wordsitas	
rawijaya	Universi level. Also, there were many participants covered beyond the standard level. By	Brawijay
rawijaya	University University	Brawijay
rawijaya	Universi looking at the elucidation before, it was concluded that the participants' receptives it as	Brawijay
rawijaya	Universitas	Brawijay
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universit2. Analysing the data to find Correlation Coefficient Universitas	
rawijaya	Universitas B. The researcher used Pearson Product Moment's theory to find the	Brawijay
rawijaya	Universitas Bra Universitas	Brawijay
rawijaya	Universit correlation coefficient. In the first step, the researcher tabulated the data by somesitas	
rawijaya	Universitas Brawija Universitas Wijaya Universitas	
rawijaya	Universitas Categories; jay Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	1 I I I I I I I I I I I I I I I I I I I	
rawijaya	2 AND 40 53 2120 1600 2809	Brawijay
rawijaya	3. TBS 10 10 2200 2110 2304	Brawijay
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rawijaya	7 MAD 50 51 2550 2500 201	Brawijay
rawijaya	Ulliversitas brawijaya Ulliversitas brawijaya Ulliversitas brawijaya Ulliver sitas	Brawijay
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	brawijay

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rawijaya	Universitas	Braw	iiava	Univers	sitas Brav	viiava Un	iversitas	Brawijaya	Univer	sitas	Brawijay
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rawijaya	Universitas							Brawijaya			Brawijay
rawijaya	Universitas							Brawijaya			Brawijay
rawijaya	Universitas	Braw	ijaya	Univers	sitas Brav	vijaya Un	iversitas	Brawijaya	Univer		Brawijay
rawijaya	Universitas	8.	FDK	Univer	sitas Brav	vijay₇₅ Un	Ve ₅₂₅₀ S	4900	5625	sitas	Brawijay
rawijaya	Universitas	Bgaw	LPT	Univer	sita9 ; 3rav	∕ijay ₈₀ Un	Ve ₆₀₀₀ s	Br ₂₅₆₂₅ aya	6400 [']	sitas	Brawijay
rawijaya	Universitas	B10.w	INA	Univer	sita4Brav	vijay43 Un	ve17633s	Bra1681aya	1849/01	sitas	Brawijaya
rawijaya	Universitas	Blaw	RYZ	Univer	sita.643ray	vija√67 Un	ve4288 _{1S}	Br 4096	4489/er	sitas	Brawijay
rawijaya	Universitas	12.	SH	Univer	43	61	2623	1849	3721		Brawijay
rawijaya	Universitas	13.	THJ	Univer	52	68	3536	2704	4624		Brawijay
	Universitas	14.	WF	Univer	sita 4 Pray	//Jay ₄₈ Un	2256	2209	2304		
rawijaya		B15.W	ANJ	Univer	sita 7 Brav	/ijay80 Un	Ve 5680 S	Br 3041aya		ł	Brawijay
rawijaya	Universitas	B16.w	HA VAM	Univers	sita 57 55	66 Un 82	ve3762 s	Br 3249 ya			Brawijay
rawijaya	Universitas	17. 18.	NML	Univer	50	69	4510 3450	3025 2500	6724 4761		Brawijay
rawijaya	Universitas	19.	LYT		49	59	2891	2401	3481	sitas	Brawijay
rawijaya	Universitas	20.	FWA		74	_80	5920	5476	6400 er	sitas	Brawijay
rawijaya	Universitas	B21.V	BPS	1	40	61	2440	1600 ya		sitas	Brawijay
rawijaya	Universitas	22.	IGS	45	48	61	2928	2304			Brawijay
rawijaya	Universitas	23.	KLW	1	65	67	4355	4225		1	Brawijay
rawijaya	Universita	24.	SPL		48	68	3264	2304	4624		Brawijay
rawijaya	Universit	25.	NYT	33	39	78	3042	1521	6084		Brawijay
		26.	PWK		65	67	4355	4225	4489		
rawijaya 	Universi	27.	ERW		68	71	4828	4624	5041 ^{/er}	l	Brawijay
rawijaya	Universit	28.	FIM		24	41	984	576	1681/61	ł	Brawijay
rawijaya	Universit	29.	BCH	T.	67	77	5159	4489		sitas	Brawijay
rawijaya	Universit	30.	LBR		54	58	3132	2916	3364	sitas	Brawijaya
rawijaya	Universita	31.	PMK BAT		65 71	67 80	4355	4225	4489 6400	sitas	Brawijay
rawijaya	Universita	33.	RAW		76	81	5680	5041 5776	0400		Brawijay
rawijaya	Universitas	34.	WQM		49	51	2499	2401			Brawijay
rawijaya	Universitas	35.	SDG		54	59	3186	2916			Brawijay
		36.	MAU		60	69	4140	3600	4761		
rawijaya	Universitas	37.	EP		67	76		4489	5776		Brawijay
rawijaya	Universitas	38.	KKL	-	76	81	6156	5776 ST	6561 e l		Brawijay
rawijaya	Universitas	39.	LV		63	67	4221	3969			Brawijay
rawijaya	Universitas	B40.W	JAK		59	63	3717	3481aya			Brawijay
rawijaya	Universitas	B41.w	PB		80	90	7200	6400 ya			Brawijay
rawijaya	Universitas	42.	BGP	Univer	70	75	5250	4900	5625	sitas	Brawijay
rawijaya	Universitas	43.	FND FTY	Univer	81 58	rijay <mark>92</mark> Un	7452	6561	8464	sitas	Brawijay
rawijaya	Universitas	44.	DNU	Univer	sita ₅₆ rav	vijay₇₅ Un	3654 4200	3364	3969 5625		Brawijay
rawijaya	Universitas	45. 46.W	ABF	Univer	sita 5 03rav	vijay80 Un	Ve 4000 S	3136	3023		Brawijay
rawijaya	Universitas	B47.w	DRO	Univer	sita853rav	viia√87 Un	ve73951s	Bra7225ava			Brawijay
	Universitas	48.	IAM	Univer	sita 8 brav	vija 91 IIn	7371	6561			Brawijay
rawijaya		49.	YSA	Univer	86	89	7654	7396	7921		
rawijaya	Universitas	50.	VPL	univer	84	90	7560	7056	8100		Brawijay
rawijaya	Universitas	51.W	WHS	Univer	sita ₇₈ rav	70382 Un	6396 S	6084	0/24		Brawijay
rawijaya	Universitas	Braw	ijaya	Univers	sitas Brav	vijaya Un	iversitas	Brawijaya			Brawijay
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rawijaya	Universitas	Braw Braw Braw Braw Braw Braw Braw Braw	67 × 258 17291025 17291025 1348000][3 183550 Ur 13113.38 Ur 13aya Ur	× 292055 – 075 – (4055) ² 19656785 – 6 – 16443025] 779662] niversitas Braniversitas Braniversi	(4055 × 4 2][67 × 33 18884135 [22467311 awijaya U awijaya U	B5333 – 465 L – 2168764 Iniversitas	7 ²] Aya Jaya Jaya Wijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Univer Un	esitas es esitas esitas es esitas esitas esitas es es esitas esit	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya

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rawijaya	University 3. Interpreting the result of correlation coefficient (rxy)	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas BraThe result of the correlation coefficient is 0.84. By looking a	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya interpretation table that was table 3.5 in the previous chapter, the couniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi coefficient was found in the level of very high. It showed that variable X	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi Regulatory Capacity Vocabulary) has a very high and positive correla	
rawijaya	University variable Y (i.e. Receptive Vocabulary Size test).	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawi Universitas Brawi Universitas Brawi Va	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas The following step was to discover the significances from both v	ariable Xsitas Brawijay
rawijaya	University (i.e. Self-Regulatory, Corposity, Vessbylawy), and veriable V. (i.e. I	Universitas Brawijay
rawijaya	Universi (i.e. Self-Regulatory Capacity Vocabulary) and variable Y (i.e. I	
rawijaya	Universi Universi Vocabulary Size test) by using t-test. Yet, it was used to test the significant	ces of the
rawijaya		
rawijaya	University variables. The formula was formulated below;	hiversitas Brawijay
rawijaya 	Universit	niversitas Brawijay
rawijaya	Universita $t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$	Universitas Brawijay
rawijaya	Universities $I = \frac{1}{\sqrt{1-r^2}}$	Universitas Brawijay
rawijaya	Universitas This was the second of the secon	Universitas Brawijay
rawijaya	Universitas B $t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas Bra Universitas Bra $_{tv} = \frac{0.84\sqrt{67-2}}{\sqrt{11-(0.94)^2}}$	Universitas Brawijay
rawijaya	Universitas Brawij $\sqrt{1-(0.84)^2}$ jaya Universitas Brawij $\sqrt{1-(0.84)^2}$ wijaya	Universitas Brawijay
rawijaya rawijaya	Universitas Brawijaya (0.84) ² wijaya (awijaya	Universitas Brawijay Universitas Brawijay
rawijaya	0.84*8.06	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas BraThe significant was found in the number of 12.4. In the present s	study, the sitas Brawijay
rawijaya rawijaya	researcher chose the degree of significances of 5% (0.05) to find which the significance of 5% (0.05) to find	Universitas Brawijay ch t-table Universitas Brawijay
rawijaya	University would use as the limitation. Yet the next stage was to compare the result	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	with t-table based on the df (degree of freedom). Related with the use of	t-test, the
rawijaya		Universitas Brawijay
rawijaya	Universit of df was found by using the formula; Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Bradfi#N- nr rawijaya	Universitas Brawijay
rawijaya	Universitas Brawi	Universitas Brawijay
rawijaya	Universitas Br $t = 67 - 2$	Universitas Brawijay
rawijaya	Universitas = 65	Universitas Brawijay
rawijaya	Universita	Universitas Brawijay
rawijaya	Universi	niversitas Brawijay
rawijaya	Universit Notes: df = degree of freedom	niversitas Brawijay
rawijaya	Universit Notes. di – degree of freedom	hiversitas Brawijay
rawijaya	Universit N = participants	hiversitas Brawijay
rawijaya	Universit	niversitas Brawijay
rawijaya	Universita nr = number of research variables	Iniversitas Brawijay
rawijaya	Universitat	Universitas Brawijay
rawijaya	Universitas	Universitas Brawijay
rawijaya	Universit The result of the calculation was formulated into:	Universitas Brawijay
rawijaya	Universitas B $_{tcount}$, $df(65) = 12.4$ Universitas Bra	Universitas Brawijay
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rawijaya	positive linear correlations and negative linear correlations. In detail, positive	
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya positive linear correlation; r is close to -1. Negative values indicate a relationship rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit between two variables in which values for X increase, values for Y decrease. iversities In the present study, the coefficient correlation (r_{xy}) was found in the value University of 0.84. In line with previous elucidation, the value of rxy was close to +1 that sit as Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University strategy) and variable Y (receptive vocabulary size test). Besides, the correlation Universit coefficient could be interpreted by r table score's interpretation (table 3.5 chaptersit as 3) which revealed that r_{xy} score included in the scale between 0.80 - 1.0. The scale indicates that the relationship of both variables was in the very high level. Thus in Universi conclusion, between self-regulation learning strategy and receptive vocabulary size there were positive and high significant of relationship. In addition, the result from both data shows that there was a connected line from previous experts' statement and the present study. The result of the first data Universit (i.e. Self-Regulation Learning Strategy questionnaire) shows that the five sub-Sitas scales; commitment control, metacognitive control, satiation control, emotion control and environmental control are in composed and mutually proportion of the Universit percentages which support the self-regulation learning strategy to make a bettersitas Br learning process. This is in line with Zimmerman and Schunk's theory (2012) on how students improve their learning and performance by dealing with the University psychological construct involving the metacognitive, motivational and behavioral sites means. Also by using self-regulation as the strategy in learning, students will automatically become independent learners that make them able to improve Universitlearning process rapidly rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

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University students in Indonesia is excellent, considering the standard min	nimum ofsitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya influences on language learning in the field of vocabulary mastery. In	Universitas	Brawijay
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	ig them". Sitas	Brawijay
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rawijaya	Universitas Brawijaya Un CONCLUSION AND SUGGESTION Brawijaya	Universitas Brawijay
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rawijaya	Universita	Universitas Brawijay
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rawijaya	University value is higher than rt Pearson product moment by the significance level of	
rawijaya	Value is higher than r _t Pearson product moment by the significance level of University	of 5% and hiversitas Brawijay
rawijaya	Universit df 65, the result showed that r_{xy} 0.84 > r_t 0.2387 which means Ha is according	
rawijaya	University Ho is rejected From the computation it was found that there was s	Iniversitas Brawijay
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rawijaya	Universit correlation between both variables. Also, the value of r was positive and	
rawijaya rawijaya	Universitas Universit±1 indicates the positive relationship between both variables.	Universitas Brawijay Universitas Brawijay
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rawijaya	Universit significant correlation. If the self-regulation learning strategy of the stud	
rawijaya	Universitas Brawii	Universitas Brawijay
rawijaya	Universiterms of high or good control, the receptive vocabulary size of the studen	nts is also _{sitas} Brawijay
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25. Shadadi. The boy shadadica	sitas Brawijay
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h noint or line where comething changes	sitas Brawijay
a manfinal da a buil din a	sitas Brawijay
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25 demography. This book is about <demography></demography>	sitas Brawijay
	sitas Brawijay
the study of patterns of faild use the study of the use of pictures to show facts about numbers the study of the use of pictures to show facts about numbers	sitas Brawijay
c the study of the movement of water	Situs Brawijay
a the study of population	sitas Brawijay
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o leillad han her maaaina han 4haaa4	sitas Brawijay
b gave her all the things she wanted	sitas Brawijay
took her away by force	sitas Brawijay
rawijaya Universitas II da admired her greatly	sitas Brawijay
rawijaya University 28. dinosaur: The children were pretending to be <dinosaurs>.</dinosaurs>	sitas Brawijay
a robbers who work at sea	sitas Brawijay
o very sinor ereasones with normal rollings	sitas Brawijay
rawijaya Universitas Bravija large creatures with wings that breathe fire wijaya Univer	sitas Brawijay
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a vowy thin small calzas	sitas Brawijay
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c sea creatures that always walk to one side	sitas Brawijay
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rawijaya Universitas Brawijaya Universitas Brawijaya Uni	
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Injurak insects that sing at nigh	
rawijaya Universit31. quilt: They made a <quilt>. Brawijaya Uni</quilt>	iversitas Brawijaya Universitas Brawijay
rawijaya Universitas Bravijay statement about who should get the	
rawijaya Universitas Bravijay firm agreements Brawijaya Uni	
rawijaya Universitas Bravijay thick warm cover for a bedya Uni	
22	
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rawijaya Universitas Brawijay Tabric to cover the head Uni	iversitas Brawijaya Universitas Brawijay
rawijaya Universitas Brawijaya stomach small soft animal	versitas Brawijaya Universitas Brawijay
rawijaya Universitas Brawijaya Financiad for animina	as Brawijaya Universitas Brawijay
33. eclipse: <there an="" eclipse="" was="">.</there>	rawijaya Universitas Brawijay
rawijaya Universitas Braw A strong wind blew all day	ijaya Universitas Brawijay
rawijaya Universitas Br b I heard something hit the water	va Universitas Brawijay
rawijaya Universitas c A large number of people were kill	led Universitas Brawijay
rawijaya Universita d The sun was hidden by the moon	Universitas Brawijay
rawijaya Universi 34. excrete: This was <excreted> recently.</excreted>	niversitas Brawijay
rawijaya Universi a pushed or sent out	hiversitas Brawijay
rawijaya Universit b made clear	hiversitas Brawijay
rawijaya Universit c discovered by a science experimen	_ ,,
rawijaya Universit d put on a list of illegal things	niversitas Brawijay
rawijaya Universita	Iniversitas Brawijay
rawijaya Universitäs. ubiquitous: Many unwanted plants <are a="" are="" difficult="" get="" of<="" rid="" th="" to="" ubiquation=""><th>, , , , , , , , , , , , , , , , , , , ,</th></are>	, , , , , , , , , , , , , , , , , , , ,
have long strong roots	Universitas Brawijay
rawijaya Universitas L c are found everywhere	Universitas Brawijay
rawijaya Universitas Blood die away in the winter	a Universitas Brawijay
rawijaya Universit 36. marrow: This is <the marrow="">.</the>	aya Universitas Brawijay
rawijaya Universitas Braw symbol that brings good luck to a to	team // ijaya Universitas Brawijay
rawijaya Universitas Brawija soft centre of a bone	wijaya Universitas Brawijay
rawijaya Universitas Brawijay control for guiding a plane	awijaya Universitas Brawijay
rawijaya Universitas Bradvijayancrease in salary	
rawijaya Universit37. cabaret: We saw the <cabaret>.awijaya Uni</cabaret>	
rawijaya Universitas Brawijay painting covering a whole wall Uni	
rawijaya Universitas Brawijay song and dance performance Uni	
rawijaya Universitas Brawijaya mall crawling creature ijaya Uni	
rawijaya Universitas Bradwijay person who is half fish, half woman	Versitas Brawijaya Universitas Brawijay
rawijaya Universitas. cavalier: He treated her <in a="" cavalier="" manner<="" th=""><th>iversitas Brawijaya Universitas Brawijay</th></in>	iversitas Brawijaya Universitas Brawijay
rawijaya Universitas Brawijaya Without care b With good manners rawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya Universitas Brawijay
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rawijaya		and the transport of the contract of the contr	Universitas Brawijay
		1 (771) . 1 (. 1 1)	Universitas Brawijay
rawijaya	Universitas	yoghurt: This <yoghurt> is disgusting. dark grey mud found at the bottom of rivers</yoghurt>	Universitas Brawijay
rawijaya		h unhaulthy open core	Universitas Brawijay
rawijaya	Universitas	thick coured milk often with cugar and flavouring	Universitas Brawijay
rawijaya	Universitas	Brawijay alarge purple fruit with soft flesh	Universitas Brawijay
rawijaya	Universitas	octonus: They saw <an octonus=""></an>	Universitas Brawijay
	011110101010	a a large bird that hunts at night	Universitas Brawijay
rawijaya	Universitas	b a ship that can go under water	Universitas Brawijay
rawijaya	Universita	c a machine that flies by means of turning blades	Universitas Brawijay
rawijaya	Universi	d a sea creature with eight legs	niversitas Brawijay
rawijaya	Universi 42.	monologue: Now he has a <monologue>.</monologue>	niversitas Brawijay
rawijaya	Universit	a single piece of glass to hold over his eye to help him to see	hiversitas Brawijay
rawijaya	Universit	b long turn at talking without being interrupted	hiversitas Brawijay
rawijaya	Universit	c position with all the power	niversitas Brawijay
rawijaya	Universita	d picture made by joining letters together in interesting ways	Dniversitas Brawijay
rawijaya	Universitas.	candid: Please <be candid="">.</be>	Universitas Brawijay
rawijaya	Universitas	a be careful	Universitas Brawijay
rawijaya	Universitas	b show sympathy c show fairness to both sides	Universitas Brawijay
rawijaya	Universitas	d say what you really think	Universitas Brawijay
rawijaya	Universitas		Universitas Brawijay
rawijaya	Universit46	nozzle: Aim the <nozzle> toward it.</nozzle>	Universitas Brawijay
rawijaya	Universitas		Universitas Brawijay
rawijaya	Universitas	Brayvija) dry patch of ski	Universitas Brawijay
rawijaya		Bravijay pipe attachment that forces water oversitas Brawijaya	Universitas Brawijay
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rawijaya	Universit45.		Universitas Brawijay
rawijaya			Universitas Brawijay
rawijaya		1 111 1 1 (1 6 1)	Universitas Brawijay
rawiiava	Universitas	a body organ that processes sugar	Universitas Brawijay
rawijaya	Universites	Brd a mental illness Brawijaya Universitas Brawijaya	Universitas Brawijay
	1/	1 TT 41 4'41 4 1.	Universitas Brawijay
rawijaya	Universitas	a region between the stomach and the top of the leg	Universitas Brawijay
rawijaya	Universitas		Universitas Brawijay
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rawijaya	Universitas			Universitas	
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rawijaya		b noisy street fight group of players gathered round the ball in some l			
rawijaya		Br dyllay race across a field of snow a Universitas Bra		Universitas	
rawijaya		rouble: He had a lot of <roubles>vijaya Universitas Bra</roubles>		Universitas	
rawijaya		Brawijay very valuable red stones jaya Universitas Bra		Universitas	
		Br by ijay distant members of his family Universitas Bra		Universitas	
rawijaya		Brawijay Russian moneys Brawijaya Universitas Bra			
rawijaya	Universitas	Brawijaya moral or other difficulties in the mindrisitas Bra		Universitas	
rawijaya	Universitas	canonical: These are <canonical examples="">.</canonical>	ıwıjaya	Universitas	
rawijaya				Universitas	
rawijaya	Universitas	h examples taken from a religious book		Universitas	
rawijaya	Universitas	Brawijay ragular and widaly accounted ayamplas		Universitas	
rawijaya	Universitas	d examples discovered very recently		Universitas	
rawijaya	Universitas.	puree: This <puree> is bright green.</puree>		Universitas	
rawijaya	Ulliversitas	a fruit or vegetables in liquid form		Universitas	
rawijaya	Universita	b dress worn by women in India		Universitas	
rawijaya	Universi	c skin of a fruit		niversitas	
rawijaya	Universi	d very thin material for evening dresses		niversitas	
rawijaya		vial: Put it in a <vial>.</vial>		hiversitas	
rawijaya	Universit	a device which stores electricity		hiversitas	
rawijaya	Universit	b country residence		niversitas	
rawijaya	Universita	c dramatic scene		niversitas	Brawijay
rawijaya	Universita	d small glass bottle	//	Universitas	Brawijay
rawijaya	Universitas	counterclaim: They made . a a demand response made by one side in a law case	Α	Universitas	Brawijay
rawijaya	Universitas	h a request for a shop to take back things with fault		Universitas	Brawijay
rawijaya	Universitas	c an agreement between two companies to exchange		Universitas	Brawijay
rawijaya	Universitas	d a decorative cover for a bed, which is always on t		Universitas	Brawijay
rawijaya		refectory: We met in the <refectory>.</refectory>	ijaya	Universitas	Brawijay
rawijaya	Universitas	Brawija room for eating	wijaya	Universitas	Brawijay
rawijaya	Universitas			Universitas	
rawijaya		Brawijay room for several people to sleep in versitas Bra	ıwijaya	Universitas	Brawijay
rawijaya	Universitas	Bradvijay room with glass walls for growing plants as Bra	ıwijaya	Universitas	Brawijay
rawijaya		Brawijaya Universitas Brawijaya Universitas Bra		Universitas	Brawijay
rawijaya		trill: He practised the <trill>Brawijaya Universitas Bra</trill>		Universitas	Brawijay
rawijaya	Universitas	Brawijay repeated high musical sound Universitas Bra	wijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijay type of stringed instrumentya Universitas Bra	ıwijaya	Universitas	Brawijay
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rawijaya	Universitas	c way of throwing the ball d dance step of turning round very fast on the toes	ıwijaya	Universitas	
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rawijaya		talon: Just look at those <talons>! Universitas Brawijaya</talons>	Universitas Brawijay
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rawijaya		Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Browijay sharp hooks on the feet of a hunting bird las Brawijaya	Universitas Brawijay
		Brevijay heavy metal coats to protect against weapons Brawijaya	
rawijaya		Br dvijay people who make fools of themselves without realizing it plankton: We saw a lot of <plankton> here. niversitas Brawijaya</plankton>	Universitas Brawijay
rawijaya			Universitas Brawijay
rawijaya		Brawijay poisonous plants that spread very quickly as Brawijaya	Universitas Brawijay
rawijaya	Universitas	Br b very small plants or animals found in water Brawijaya	Universitas Brawijay
rawijaya		c trees producing hard wood d grey soil that often causes land to slip	Universitas Brawijay
rawijaya	Universitas	soliloguy: That was an excellent <soliloguy>!</soliloguy>	Universitas Brawijay
rawijaya	universitas	Brawijay cong for six paopla	Universitas Brawijay
rawijaya	Universitas	short clever saving with a deep meaning	Universitas Brawijay
rawijaya	Universitas	entertainment using lights and music	Universitas Brawijay
rawijaya	Universitas	d speech in the theatre by a character who is alone	Universitas Brawijay
rawijaya	Universit ₅₇ ,	puma: They saw a <puma>.</puma>	Universitas Brawijay
rawijaya	Universi	a small house made of mud bricks	niversitas Brawijay
rawijaya	Universi	b tree from hot, dry countries	hiversitas Brawijay
rawijaya	Universit	c large wild cat	hiversitas Brawijay
rawijaya	Universit	d very strong wind that lifts anything in its path	hiversitas Brawijay
rawijaya	Universit ⁵⁸ .	augur: It <augured well="">.</augured>	niversitas Brawijay
rawijaya	Universita	a promised good things for the future	Iniversitas Brawijay
rawijaya	Universita	b agreed with what was expected	Universitas Brawijay
rawijaya	Universitas	c had a colour that looked good with something else	Universitas Brawijay
rawijaya	Universitas	d rang with a clear, beautiful sound emir: We saw the <emir>.</emir>	Universitas Brawijay
rawijaya	Universitas	a bird with two long curved tail feathers	Universitas Brawijay
rawijaya	Universitas	b woman who cares for other people's children in eastern con	
rawijaya	Universitas	Middle Eastern chief with power in his own land	Universitas Brawijay
rawijaya	Universitas	*	Universitas Brawijay
rawijaya		didactic: The story <is didactic="" very="">. (awijaya</is>	Universitas Brawijay
rawijaya		Bravijay tries hard to teach something — wersitas Brawijaya	Universitas Brawijay
rawijaya		Brabvijayas very difficult to believe ya Universitas Brawijaya	Universitas Brawijay
rawijaya		Brawijayadeals with exciting actions ya Universitas Brawijaya	Universitas Brawijay
rawijaya		Bradvijayais written with unclear meaning iniversitas Brawijaya	Universitas Brawijay
rawijaya		cranny: Look what we found in the <cranny>!/ersitas Brawijaya</cranny>	Universitas Brawijay
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rawijaya			Universitas Brawijay
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Universitas Brawijay Universita Universitas Brawijay Universitas Brawija		Universitas	deck made to hold a book at a good height for reading	
Universitas Brawijay Universita Brawijay Universitas Brawijay Universitas Brawijay Universita Brawijay Universitas		Universitas	b table or block used for church ceremonies	
universitas Br. dvijay very edge sitas Brawijaya Universitas Brawijaya Universitas Brawijay				
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a a plant that takes several years to grow a plant with flowers that turn to face the sun animal with a pocket for babies It was very shawdys. It was v				
a a plant that takes several years to grow a plant with flowers that turn to face the sun animal with a pocket for babies It was very shawdys. It was v		64.	marsupial: It is .	
a plant with flowers that turn to face the sun an animal with a pocket for babies Universitas of the way: Universitas of the w		Omvorsitas	a an animal with hard feet	
an animal with a pocket for babies It was very It was very https://www.med.com/bab. Universitas Brawijay It was very https://www.med.com/bab. Universitas Brawijay It was very https://www.med.com/bab. Universitas Brawijay Iniversitas Brawijay Universitas Universitas Universitas Universitas Brawijay Iniversitas Brawijay Universitas Universitas Universitas Universitas Brawijay Iniversitas Brawijay Iniversitas Brawijay Universitas Brawijay Universita		Universitas	b a plant that takes several years to grow	
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a heavy iron pole with a curved end b false name c sharp tool for making holes in leather d light metal walking stick universitas Brawijay rawijaya universitas Brab universita				
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torn into thin strips covered with small bright decorations made with lots of folds of fabric made with lots of f			d the let make the west letter a set also	
torn into thin strips covered with small bright decorations made with lots of folds of fabric made with lots of f		Universitas 67.	spangled: Her dress was <spangled>.</spangled>	
made with lots of folds of fabric ruined by touching something very hot Universitas Brawijay			a torn into thin strips	
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rawijaya		rascal: She is such sometimes. Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	rascal: She is such sometimes. Brawijayan unbeliever as Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Brawijaya dedicated student rawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Brawijaya hard workeras Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Bradvijaya bad girl rsitas Brawijaya Universitas Brawijaya	Universitas Brawijay
		Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		tweezers: They used <tweezers>iiava Universitas Brawijava</tweezers>	
rawijaya	Universitas	Brawijaya small pieces of metal for holding papers together	Universitas Brawijay
rawijaya	Universitas	b small pieces of string for closing wounds	Universitas Brawijay
		a fool with two blodes for micking up or holding small obtain	Universitas Brawijay
rawijaya	Universitas	d strong tool for cutting plants	
rawijaya	Universitas 72.	bidet: They have a <bidet>.</bidet>	Universitas Brawijay
rawijaya	Universitas	low basin for washing the body after using the toilet aya	Universitas Brawijay
rawijaya	Universitas	b large fierce brown dog	Universitas Brawijay
rawijaya	Universitas	c small private swimming pool	Universitas Brawijay
rawijaya	Universita	d man to help in the house	Universitas Brawijay
		sloop: Whose <sloop> is that?</sloop>	iversitas Brawijay
rawijaya	Universi	a warm hat	niversitas Brawijay
3 - 3 -	Universit	b light sailing boat	hiversitas Brawijay
	Universit	c left over food	hiversitas Brawijay
	Universit	d untidy work	niversitas Brawijay
		swingeing: They got <singeing fines="">. a very large fines</singeing>	Iniversitas Brawijay
rawijaya	Universita	b very small fines	Universitas Brawijay
rawijaya	Universitas	c fines paid in small amounts at a time	Universitas Brawijay
rawijaya	Universitas	d fines that yeary depending on income	Universitas Brawijay
rawijaya	Universitas.	cenotaph: We met at the <cenotaph>.</cenotaph>	Universitas Brawijay
navijaya	Omversitas	a large and important church	Universitas Brawijay
	Universitas		Universitas Brawijay
	Universitas		Universitas Brawijay
	Universitas	Brawijay underground train station awijaya	Universitas Brawijay
rawijaya		denouement: I was disappointed with the <denouement> rawijaya</denouement>	Universitas Brawijay
rawijaya		Brawijayænding of a story which solves the mysterys Brawijaya	Universitas Brawijay
rawijaya		Brawijayamount of money paid for a piece of works Brawijaya	Universitas Brawijay
rawijaya		Brewijay small place to live which is part of a bigger building jaya	Universitas Brawijay
rawijaya	Universitas	Brdwijay official report of the results of a political meeting wijaya	Universitas Brawijay
rawijaya	Universitas	bittern: She saw a bittern>.Brawijaya Universitas Brawijaya	Universitas Brawijay
	Universitas	Brawijaya large bottle for storing liquid Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	b small green grass snake Universitas Brawijaya Galse picture caused by hot air	Universitas Brawijay
		c false picture caused by hot air Brawijaya Universitas Brawijaya Universitas Brawijaya	
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rawijaya		Brawijaya water bird with long legs and a very loud call Brawijaya	Universitas Brawijay
rawijaya		reconnoitre: They have gone to <reconnoitre>.</reconnoitre>	Universitas Brawijay
rawijaya		Bravijay think againsitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Bravijay make an examination of a new place rsitas Brawijaya	Universitas Brawijay
rawijaya		Bravijay have a good time to mark a happy eventitas Brawijaya	Universitas Brawijay
		Bradvijay complain formally rawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		magnanimity: We will never forget her <magnanimity>.</magnanimity>	
rawijaya		Brawijaya very offensive and unfriendly manners Brawijaya	Universitas Brawijay
rawijaya	Universitas	1.	Universitas Brawijay
rawijaya	Universitas	Brawijaya c generosity courage in times of trouble crisitas Brawijaya	Universitas Brawijay
	universitas	Brawijaya d completely sincere words	Universitas Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijay
rawijaya	Universitas	effete: He has become <effete>.</effete>	Universitas Brawijay
rawijaya	Universitas	a weak and soft	Universitas Brawijay
rawijaya	Universitas	b too fond of strong drink	Universitas Brawijay
rawijaya	Universita	c unable to leave his bed	Universitas Brawijay
	Universi	d extremely easy to annoy	niversitas Brawijay
rawijaya		rollick: They were <rollicking>.</rollicking>	niversitas Brawijay
rawijaya	Universit	a driving very fast	niversitas Brawijay
rawijaya	Universit	b staying away from school without being permitted to	hiversitas Brawijay
	Universit	c having fun in a noisy and spirited way	niversitas Brawijay
rawijaya	Universita	d sliding on snow using round boards gobbet: The cat left a <gobbet> behind.</gobbet>	Iniversitas Brawijay
		a strip of torn material	Universitas Brawijay
rawijaya	Universitas	b footprint	Universitas Brawijay
rawijaya	Universitas	c piece of solid waste from the body	Universitas Brawijay
rawijaya	Universitas	lump of food returned from the stomach	Universitas Brawijay
rawijaya	Universitas.	rigmarole: I hate the <rigmarole>.</rigmarole>	Universitas Brawijay
iawijaya	Ulliversitas	very fast and difficult dance for eight people	Universitas Brawijay
rawijaya	Universitas		Universitas Brawijay
rawijaya		Bravija) form which must be completed each year for tax purposes	Universitas Brawijay
rawijaya	Universitas	Brdvijaylong, pointless and complicated set of actionsBrawijaya	Universitas Brawijay
rawijaya		alimony: The article was about <alimony>. Iniversitas Brawijaya</alimony>	Universitas Brawijay
rawijaya		Bravijay feelings of bitterness and annoyance, expressed sharply a	Universitas Brawijay
rawijaya		Br by ijay money for the care of children, paid regularly after a divor	
rawijaya	Universitas	Brawijay giving praise for excellent ideas niversitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	Brd a metal which breaks easily and is bluish white awijaya	Universitas Brawijay
rawijaya	Universitas	roughshod: He <rode roughshod="">. Universitas Brawijaya</rode>	Universitas Brawijay
rawijaya	Universitas	a travelled without good preparation b made lots of mistakes	Universitas Brawijay
rawijaya	Universitas	b made lots of mistakes Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya		Brawijay did not consider other people's feelings itas Brawijay	
rawijaya	Universitas	Brd vijay did not care about his own comfort ersitas Brawijay	
rawijaya		copra: They supply < copra>. Brawijaya Universitas Brawijaya	
rawijaya		By a wijey a highly poisonous substance used to kill unwanted plan	
rawijaya		Brabyijay the dried meat from a large nut used to make oil awijay	
		By compare an illegal substance which makes people feel good for a	
rawijaya		Brd vijav strong rope used on sailing ships versitas Brawijav	
rawijaya 	Universitas	1: 01 1 1 1:	
rawijaya 		a folding garden shair	
rawijaya	Universitas	h grass next to a river	
rawijaya	Universitas	Brawijaya a nlace where hoats can be tied up	
rawijaya	Universitas	Brawijay board on which a dead body is carried	
rawijaya	Universitas.	torpid: He was <in a="" state="" torpid="">.</in>	
rawijaya	011110101000	a undecided	
rawijaya	Universitas	b filled with very strong feelings	Universitas Brawijay
rawijaya	Universita	c confused and anxious	Universitas Brawijay
rawijaya	Universi	d slow and sleepy	niversitas Brawijay
rawijaya	Universi 89.	dachshund: She loves her <dachshund>.</dachshund>	niversitas Brawijay
rawijaya	Universit	a warm fur hat	hiversitas Brawijay
rawijaya	Universit	b thick floor rug with special patterns	hiversitas Brawijay
rawijaya	Universit	c small dog with short legs and a long back	Iniversitas Brawijay
rawijaya	Universita	d old musical instrument with twelve strings	Iniversitas Brawijay
rawijaya	Universita (cadenza: What did you think of the <cadenza>?</cadenza>	Universitas Brawijay
rawijaya	Universitas	a cake topped with cream and fruitb large box hanging from a wire that carries people up a m	Universitas Brawijay
rawijaya	Universitas	c clow formal dance from Italy	, Universitas Brawijay
rawijaya	Universitas	passage in a piece of music that shows the player's great	a _{skil} Iniversitas Brawijay
rawijaya	Universitas	obtrude: These thoughts <obtruded themselves="">.</obtruded>	a Universitas Brawijay
rawijaya	Universitas	got themselves lost or forgotten	a Universitas Brawijay
rawijaya	Universitas	Brawija did not agree with each other wijay	a Universitas Brawijay
rawijaya		Brawijay got mixed up with each other (awijay	a Universitas Brawijay
rawijaya		Brd vijay pushed themselves forward in the mind it as Brawijay	a Universitas Brawijay
rawijaya	Universit92:	panzer: They saw the <panzers> getting nearer rsitas Brawijay</panzers>	a Universitas Brawijay
rawijaya		Bravijay players in a marching bandya Universitas Brawijay	
rawijaya		Brabwijayafighter planesas Brawijaya Universitas Brawijaya	
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rawijaya	Universitas	cyborg: She read about 	a Universitas Brawijay
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	Universitas	a lost love b wandering		ersitas	Brawijaya	Universitas	
rawijaya	Universitas	Brawijaya		95	Brawijaya	Universitas	
rawijaya	Universitas	Brawijay d casual folk			rawijaya	Universitas	
rawijaya	Universitas	sagacious: She had m	any ideas that were	<sagacious>.</sagacious>	ijaya	Universitas	
rawijaya		a instinctivel	y clever	14/2	va	Universitas	
rawijaya	Universitas	b ridiculous	and wild	業		Universitas	
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rawijaya	Universit	a focussed or	n small details		7	hiversitas	
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rawijaya	Universitas V	casuist: Don't <play t<="" th=""><th>ne casuist> with m</th><th></th><th>//</th><th>Universitas</th><th>Brawijay</th></play>	ne casuist> with m		//	Universitas	Brawijay
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rawijaya		cyberpunk: I like <cyl< th=""><th>bernunk>.</th><th></th><th>Jijaya</th><th>Universitas</th><th>Brawijay</th></cyl<>	bernunk>.		Jijaya	Universitas	Brawijay
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