

CHAPTER I

INTRODUCTION

This chapter presents the research background that describes the background of the problem and the reason the researcher conducted this research. Then the researcher will explain the research questions and make a list of research objectives. Followed by explaining the significance of the research, the limitations of the research, and definitions of key terms.

1.1 Background of Study

Vocabulary is very important to support students' success in learning English. Without vocabulary, even small things will not be conveyed and without vocabulary we cannot communicate so students will find it difficult to express their ideas because of the language they do not know. Vocabulary is an important thing that must be understood because it has a very large impact on learning in the fields of writing, reading and communicating. According to Richard (2002), vocabulary is an important component of language proficiency and provides many bases for seeing how well students are speaking, communicating, reading and writing. This means that it will cause big problems if students are learning to study but do not have the basis for learning vocabulary. And will hinder the ideas and creativity of students in studying.

Learning vocabulary is not easy, because we need to develop the vocabulary that we already know into a sentence that is used to communicate and express ideas. Learning vocabulary is a cyclical discovery process to use words in a foreign language continuously. According to Schmitt (2010) one thing that all partners can agree on is that learning vocabulary is an important part of mastering English. However, students don't just study English vocabulary, students must be able to use vocabulary and practice English vocabulary well. Learning vocabulary is not easy, because we need to develop the vocabulary that we already know into a sentence that is used to communicate and express ideas. Learning vocabulary is a cyclical discovery process to use words in a foreign language continuously. According to Schmitt (2010) one thing that all partners can agree on is that learning vocabulary is an important part of mastering English. However, students don't just study English vocabulary, students must be able to use vocabulary and practice English vocabulary well.

Therefore, students are required to have their own strategy in learning vocabulary. Because each student has compatibility with different learning strategies. In learning vocabulary, the students have various strategies. They learn based on their enjoyment in its learning process. Learning strategies in vocabulary are different among the students. Those strategies will influence their result in English achievement. Students who have good strategy in learning vocabulary can understand about what they

have learned easier because some aspects of English learning need vocabulary in understanding the meaning. Takac (2008: 77) explained that the benefit of strategic training is the fact that most of vocabulary learning strategy can be applied in all learning stages. That way, to get an understanding that is appropriate for each student, students will choose the most appropriate strategy to use in learning vocabulary. And the teacher's role is very important to improve students' skills to understand vocabulary. Aspects of teacher, learning resources, and examples are needed by students to understand vocabulary. Just like the narrative of experts about vocabulary. According to Schmitt (2010), one thing that is agreed upon by all partners involved in the learning process (students, teachers, writers, and researcher) is that learning vocabulary is an important part of mastering English.

The way students understand English vocabulary is called a strategy. To make it easier for students to learn English vocabulary, of course students must have their own strategy for learning English vocabulary. Vocabulary learning strategies (VLS) are designed to assist learners in facilitating and streamlining their vocabulary learning to achieve optimal goals. Schmitt (2000) explains that VLS can empower learners and attract learners' attention in learning language in a way that will improve the learners' vocabulary development. Schmitt (1997) also mentions that in vocabulary acquisition, emphasizing high exposure to the language is critical. Furthermore, VLS are important in second language

learning to maximize the productivity of language acquisition. According to Takač (2008), VLS are specific strategies utilized in vocabulary learning activities in the target language. Moreover, VLS are the methods for learning vocabulary that facilitate expedient language learning (Amiryousefi & Ketabi, 2011). For this reason, VLS can assist learners in figuring out the meaning of terms in the target language to expand their vocabulary knowledge (Hulstijn, 1993, as cited in Morin & Goebel, 2001).

In this study, therefore the author focuses on finding students strategies of students in learning English vocabulary at the 8th grade at SMPN 5 Muaro Jambi.

1.2 Research Questions

What are the dominant strategies used by the student in learning English vocabulary at SMPN 5 Muaro Jambi for the eighth grade students’?

1.3 Research Objectives

This study aims to find out the most common strategies used by students in learning English vocabulary at SMPN 5 Muaro Jambi for eighth graders. So that later this strategy can be a reference for teachers or students to try whether the strategy that most students use will make it easier for each student to learn vocabulary.

1.4 Limitations

This research is limited to knowing what strategies students use to make it easier for them to understand vocabulary in the eighth grade of SMPN 5 Muaro Jambi. In this case the researcher wants to know the strategies they use to make it easier for them to learn vocabulary so that the most widely used strategy can be a reference for students who want to learn vocabulary so they can understand easily. So that students no longer need to have difficulty learning vocabulary. As well as so that educators can use this strategy to be given to students so that it is easier to learn vocabulary without having difficulties.

1.5 Significance of Research

The results of this study are expected to be useful and provide insights and perspectives both theoretically and practically. In particular, the results of this study are useful for contributing to the development of students' strategies in learning English vocabulary. Benefits for the teacher for later this most effective and most effective strategy the teacher can give to students who want to learn vocabulary easily without any difficulties. And for students so that they can use this strategy to make it easier for them to learn vocabulary without difficulty and make it easier for them to understand vocabulary.

1.6 Definition of Key Terms

The researcher determines some terms in this research as follows :

1.6.1 Vocabulary

The vocabulary was a collection of words mastered by eighth-grade students of SMPN 5 Muaro Jambi.

1.6.2 Learning Vocabulary

Vocabulary learning was an activity carried out by eighth-grade students of SMPN 5 Muaro Jambi to increase vocabulary knowledge for success in using English words.

1.6.3 Difficulties in Vocabulary

Difficulties in vocabulary were problems faced by the eighth-grade students of SMPN 5 Muaro Jambi in learning vocabulary. In learning vocabulary, several factors make vocabulary difficult such as Grammar and Meaning.

1.6.4 Strategy in Learning Vocabulary

Vocabulary learning strategies are a part of language learning strategies which have attracted much attention since the late seventies. A vocabulary strategy is considered as a special instructional tool and way of going about directly or explicitly as well as the independent word learning skills. It is required in order to learn words independently (Riankamol, 2008). It is added by Schmitt (1997), he states that learners

must employ their knowledge of the language, contextual clues, and reference materials to build the new meaning (Determination Strategies) or ask another person who knows (Social Strategies) when they meet a word for the first time. In order to gain initial information about the new word, these strategies are labeled as Discovery Strategies. When they have been introduced once to the new word, building some efforts to remember the word is useful to through Consolidation Strategies, which can come from the Determination, Social, Memory, Cognitive, and Metacognitive Strategies.