

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of the research problem, Objectives of research, the significance of the research, scope limitation of the research, and definition of a key term.

A. Context of the Study

Vocabulary learning strategies are important to students' vocabulary knowledge in learning a foreign language by helping students easier to understand new words who are unfamiliar with the students. Alphino (2019) also said that vocabulary learning strategies significantly contributed to learners' integrative motivation. According to Oxford, Nation, O'Malley and Chamot (1990) vocabulary learning strategies are highly recommended for students in order to acquire targetlanguage because students really need high motivation to develop their vocabulary independently. In addition, Hu (1999) found that students who had knowledge of previous vocabulary had better abilities than those who supported those who did not have basic vocabulary knowledge. Nation and Waring (1997) argue that high school students must beable to master 2500- 3000 words to meet the university's criteriaand still learn more vocabulary at the university. By knowing the proper way of learning to develop their vocabulary knowledge, they can learn better because each student has the uniqueness in learning to achieve successful language learning (Lightbown & Spada, 1993) as quoted in Orawee & Thanyapa 2011.

The importance of vocabulary, however vocabulary has a very essential role in mastering foreign languages, especially English. Vocabulary can be interpreted as a collection of words that are understood by someone (Herlina, 2015). According to Xiqin (2008), vocabulary is defined as 'the entire stock of words belonging to a branch of knowledge or known by an individual'. In a broader understanding vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Another researcher, Susanti (2018) said that the gender difference has only existed in the implementation of social strategies for discovery, cognitive strategy for consolidation, and metacognitive strategy for consolidation. The other strategy, namely: determination, social strategy for consolidation, and memory strategy was indicated no difference in terms of gender.

This indicates that vocabulary is not merely a collection of words that we memorize and know their meanings but also a learning process in assembling these words. There are four ways to understand vocabulary, namely form, pronunciation, word meaning, and usage (Brewster, Ellis & Girard, 2003).

Forms are learning: listening and repeating, listening for specific phonological information (consonant, vowel sounds, syllable sources, stress patterns), looking at or observing the written for shape, first and last letters, letter clusters, spelling, noticing grammatical information, and last, copying

and organizing. Pronunciation is how the way we say the vocabulary. Word meaning is learning the meaning of vocabulary and how it relates to material concepts and other vocabulary. Usage is learning how to use the vocabulary itself. Beside that Nosidlak (2013) told that advanced students use similar kinds of vocabulary learning strategies when learning new vocabulary items. Bai (2018) consider that note-taking strategies are favored by most of the students. Damari (2019) tell that the most frequently used is determination strategies and the least frequently used is memory strategy. This indicates that vocabulary is not merely a collection of words that we memorize and know their meanings but also a learning process in assembling these words.

Without mastering adequate vocabulary, students not only have difficulty communicating, they cannot even communicate at all. In addition, without an understanding of vocabulary and grammar, students will face problems in accessing information and operating their electronic devices.

Observing the importance of English, learning English in the classroom must use the right strategy, attract and involve students, so that English competence can be mastered optimally (Ulya, 2016).

There are some research to choose the topic, first, vocabulary. English teaching involved of four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of important aspects in teaching language, as

stated by Edward in his book in Leny: "Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system the way of teaching vocabulary to young learners is not the same as teaching vocabulary to adult learners.

To find out the best technique for teaching young learners need an intensive analysis, especially for the teacher. The explanation above motivates the research to conduct a study on vocabulary learning strategies used by VII grade at SMPN 3 Kedungwaru". Furthermore, Brown (2001) argued that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular end, or plan designed for controlling and manipulating certain information. Additionally, Richards (2011) stated that strategy is a procedure used in learning, thinking, etc., which serves as a way of reaching a goal.

According to Schmitt (2000), there are several strategies in improving vocabulary. Those are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Determination strategies, determination strategies make the students to determine the meaning by using dictionaries. Social strategies, social strategies can be used to determine the word or the definitions by asking teachers, classmates or friends and native speakers. Memory strategies, memory strategies are one of the best strategies a large number of strategies that learners apply to recall the vocabulary. Cognitive strategies, cognitive strategies refer to technical areas

of learning vocabulary and those are not related to mental processing. These strategies include repetition, taking notes, highlighting new words and the like. Metacognitive Strategies. Schmitt (2000) also adds that “metacognitive strategies include monitoring, decision making, and assessment of one's advance” (p.237). Other learning strategies in improving vocabulary are also argued by Kulikova (2015). There are some learning strategies in improving vocabulary and those are using dictionary, memorization strategy, repetition, and contextual encoding strategies (Kulikova, 2015).

Vocabulary need to be learnt by applying active strategies as it enables learners to understand the concepts of unfamiliar words, gain a better number of words, and use words successfully for communicative purposes (Cahyono, 2008). So, employing effective strategies in learning vocabulary will have positive contribution to students' vocabulary growth which in turn will affect their language skills. Many students in Junior High School have a very restricted vocabulary. The students cannot speak English well, write a text and translate the meaning of words. They have a different vocabulary that can be taken in from their English score and achievement. In teaching English, the teacher usually teaches using same method or strategy but for the learning achievement every learner is different. It means, it is useful for some learners but that is not successfully used by others. This difference may be because of learning strategies applied by students.

The students who have good vocabulary usually used their strategies to improve their vocabulary, while students who not have good vocabulary do not have specific strategies or lack to do the strategies to improve their vocabulary. Hence, students need vocabulary learning strategies to help them improve their knowledge of vocabulary. The writer chose SMPN 3 Kedungwaru, because students have lack vocabulary. In carrying out the English learning process, based on observations, the researcher found students at SMPN 3 Kedungwaru, especially grades VII G and VII H, who experienced difficulties in achieving a learning indicator due to inadequate students' mastery of English vocabulary and students' low interest in learning English itself. Students' low interest in learning English is partly caused by various factors and constraints.

Factors that can affect students' learning interest include the students themselves, learning facilities, teacher abilities, the average student ability is low, students are not responsible for assignments, and often English is still considered too difficult (Ariastuti, 2014). Teachers as leading education implementers must be able to plan a learning strategy that provides opportunities for students to develop the potential that exists in students through teaching and learning activities in class (Setyawati, 2015). Zulkifli (2014) stated that the concept of teaching is not only interpreted as providing knowledge, but the actual concept of teaching is to motivate, facilitate, and organize classes, students, and other matters related to teaching and learning processes.

However, depend on observation, students who have difficulty understanding the meaning of a word during the learning process, the teacher gives them shortcuts by asking students to look up the meaning of the word in the dictionary or even telling directly the meaning of the word.

This method is considered ineffective and if it is used often it can have bad consequences for students because not all students have dictionaries and students often wait for the teacher to interpret vocabulary. Seeing the obstacles above, the researcher tried to find a strategy so that the understanding of the English vocabulary of SMPN 3 Kedungwaru students in the class that the researcher taught, namely class VII G and VII H increased with the hope that students would not always depend on the teacher in understanding the meaning of a word. This is expected to facilitate the attainment of a language competence while at the same time increasing students' understanding of English vocabulary. To identify the existing problems, the researcher interviewed some students in SMPN 3 Kedungwaru. The researcher choose students who have highest score.

B. Focus of the Study

- 1 What are the vocabulary learning strategies used by VII gradestudents at SMPN 3 Kedungwaru?
- 2 How is the implication of those strategies towards their vocabulary mastery?

C. Purpose of the Study

- 1 To know what are vocabulary learning strategies used by VII grade students at SMPN 3 Kedungwaru.
- 2 To know how is the implication of those strategies towards their vocabulary mastery.

D. Significance of the Study

a) Practical

The study is presumed to know what are vocabulary learning strategies used by VII grade students at SMPN 3 Kedungwaru and to know how is the implication of those strategies towards their vocab mastery. The results of this research will give contribution theoretically and practically, for vocabulary learning strategies in SMPN 3 Kedungwaru. Theoretically, it will introduce the teachers to development on vocabulary learning strategies in learning vocabulary. Practically, this research will help teachers to choose vocabulary learning strategies for VII grade of SMPN3 Kedungwaru students in learning English.

b) Theoretical

1. Students

The impact for student is in enriching their vocabulary since the study hopefully initiates teachers to teach vocabulary effectively after considering students vocabulary learning strategies and to trigger students to apply various strategies in learning vocabulary.

2. The Next Researchers

There are still many aspects that can be analyzed about vocabulary learning strategies. Finally, other researchers can investigate another side of learning strategies, then the result of this study may be used as early information to conduct further researches.

E. Scope and Limitation of the Research

According to the background of the study, the research needs to make the scope and the limitation. In order to make the topic focus in this study, the research subject is limited to the students at SMPN 3 Kedungwaru. The research needs to limit the research problems to focus on the topic. Thus, the research has only focused on vocabulary learning strategies used by students at SMPN 3 Kedungwaru. The research chose the VII grade is because they have been studied English for six years, but their achievement and implication for vocabulary development is still low and another obstacles. The researcher also wants to know what vocabulary learning strategies that VII grade students of SMPN 3 Kedungwaru used.

F. Definition of Key Terms

1. Strategies

Strategy plays an important role in the learning process. The strategy is closely related to the technical in carrying out the learning. So that the strategy does not move away from the goals to be achieved, it needs more understanding. This understanding begins with a stimulus for each individual in encouraging or motivating so that it responds in language learning activities.

2. Vocabulary

Vocabulary or vocab is a type of noun which means the word used in a language. When studying a foreign language, the basic vocabulary that we have in that language is an important micro skill to develop.

3. Vocabulary learning strategies

Vocabulary learning strategies are one part of language learning strategies that in turn are parts of general learning strategies. Learning is an activity that is in process and is very fundamental element in any type and level of education. This means showing that the success or failure of submitting to educational goals is highly dependent on the learning process of students, both when they are in school. The strategies are needed. Vocabulary learning strategies are one part of language learning strategies that in turn are parts of general learning strategies.