

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objective of the study, significance of the study, scope and limitation of the study, definition of key terms and organization of the study.

A. Background of the Study

As human being, we cannot be separated each other. We do interaction as part of our life because we are social human. We interact with other people anytime and anywhere. The interaction does not only happen when we face someone directly, but also the interaction can be conducted with someone in distant place. When we want to interact, we need language as tool in communication. Nurhayati (2011:1) revealed “One thing must be kept in our mind when there is a communication, there will be language”. From her statement, it can be concluded that we almost use language in all our time, without language we cannot understand what other human feel, idea, and taught.

There are many languages in the world, one of them is English. We know that English still becomes international language. Up to now, English has the highest sequence to dominate language in the world. In modern people, English still has upper power to be studied than other languages. Furthermore, many parts of daily life that uses English, for example in business, economic, resort, etc.

In smaller area, there are many English languages can be found in cover of a book, advertisement, clothes, etc.

In English, there are four skills and three components that should be mastered by students. Those skills are listening, speaking, reading and writing. English components are pronunciation, grammatical constructions and vocabulary. One of those components that should be mastered by students is vocabulary. Vocabulary is the basic knowledge to know meaning in language. Vocabulary refers to knowledge of words, word meaning, and how to use words effectively to communicate. It is an essential part of language. By having many vocabularies, students will be easy to communicate with other people especially with native speaker. If students have little knowledge about vocabulary, they will get difficulties to interact with others. Nation (2001: 9) revealed that studies of native speakers' vocabulary suggest that EFL students need to know very large number of words and its meaning. It's required to help them in catching the purpose of study easier.

The fact shows that individuals differ in their vocabulary knowledge may result in successful and unsuccessful text comprehension. Laufer and Shmueli (1997) argued that second language vocabulary knowledge is essential in second language text comprehension. Thus, from his argument can be concluded that EFL students who have limited vocabulary knowledge are less likely to be able to develop advanced levels of reading, listening, writing and speaking skills in the target language.

Learning vocabulary is not new study in linguist research. Mehrpour (2008) said that in the past vocabulary teaching and learning is not the priority to be studied, but recently it is considered if vocabulary has certain role in teaching and learning language. In other word, now day students or teachers consciously admit that vocabulary is an aspect which has an important role in teaching and learning process, and it should be improved effectively.

Vocabulary mastery is compulsory thing which should be had by the students. Vocabulary skill is one of linguistics features which influence communicative competence. When students communicate with others, it will show how success they master in vocabulary. The mastery in vocabulary and education in English will produce a benefit thing when learning English especially for EFL students. By mastering many vocabularies, it will help students to learn English easier. For summary, the more vocabulary students have, the better they are considered to master the language. It will cause problem if they lack in vocabulary.

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 in the fact that most of vocabulary learning strategy can be applied in all learning stages.

There are many kinds of vocabulary learning strategy. The strategy can be conducted by reading English books, listening music or radio, watching sub-title movie, etc.

In this research, the researcher has some reason in turning study on how the students learn their vocabulary effectively. Many facts show that the good vocabulary will carry the students to good level of English. Students are not confident when speaking because lacking of vocabulary mastery. Vocabulary is important thing in learning process, but some students in eight B class of English department in IAIN Tulungagung don't have any attention to increase their ability in vocabulary. It is evidenced when speaking class. Students who have limited in their vocabulary are just silent in the discussion. They are timid to speak because their limitation in grammar and vocabulary. On the contrary, the students who realize how important the vocabulary will consider study vocabulary deeper. They who have attention in developing vocabulary have learning strategy to expand their vocabulary. As the result, they dominate to speak when discussion in the class. The researcher concludes that it's because their distinction in the vocabulary mastery.

Referring to the facts above, the researcher wants to take study about the learning strategies that are used by the students in expanding vocabulary. By looking at the fact that the eighth semester students in IAIN Tulungagung especially good students have more experience to implement their vocabulary mastery when learning process than lower semester students, the researcher carries out a study entitled "*Study on Vocabulary Learning Strategy Used by the Eighth*

Semester of English Department Students of IAIN Tulungagung in the Academic Year 2013-2014”.

B. Problems of the Study

Based on the background of the study mentioned above, the problems of the study are arranged as follows:

1. What strategies are used by the students at the eighth semester of English department of IAIN Tulungagung in learning vocabulary?
2. What strategy mostly is used by the students at the eighth semester of English department of IAIN Tulungagung in learning vocabulary?
3. What are the problems faced by the students at the eighth semester of English department of IAIN Tulungagung in learning vocabulary?
4. What are the solutions used by the students at the eighth semester of English department of IAIN Tulungagung to solve their problem in learning vocabulary?

C. Objectives of the Study

Based on the research problems above, the researcher takes objectives of the research are:

1. To know the strategies are used by the students at the eighth semester of English department of IAIN Tulungagung in learning vocabulary.
2. To know the strategy mostly is used by the students at the eighth semester of English department of IAIN Tulungagung in learning vocabulary.
3. To know the problems faced by the students at the eighth semester of English department of IAIN Tulungagung in learning vocabulary.
4. To know the solutions used by the students at the eighth semester of English department of IAIN Tulungagung to solve their problem in learning vocabulary.

D. Significances of the Study

The significances of this research may include the following items:

1. For the students

The findings of the research are expected to help the students to find the strategies that are good and enjoyable for them in learning vocabulary.

2. For the teachers

The findings of the research are expected to help the teachers to provide the valuable information about the students learning strategies to expand the vocabulary. It benefits to help the teacher in developing and teaching vocabulary for students.

3. For other researchers

The findings of the research are hopefully this can be used as reference in conducting the same study for obtaining better result.

E. Scope and Limitation of Study

This research is conducted in IAIN Tulungagung. The subject is eighth semester students of English department in the academic year 2013/2014 especially five students in B class. It is focused on the selected best five students who have higher grade than others in that class. The students who have good achievement in English have good vocabulary in their personal dictionary. Their vocabulary mastery is usefull in all practical stages in English. Moreover, those big five students are more active in the class than other students because their vocabulary mastery. Then, this research also focuses on the strategy that is used by those five students in B class in learning vocabulary.

F. Definition of Key Terms

To avoid misunderstanding, the researcher gives some explanations about terms used, which are:

Descriptive research studies are studies that are designed to obtain information concerning the current status of phenomena (Ary *et.al*, 1985: 322)

Vocabulary is knowledge of words, word meaning, and how to use words effectively to communicate.

Learning strategy is person's approach to learning and using information.

G. Organization of the Study

The organization of the research is asserted to give understanding about the content of the research. This study is divided into five chapters, namely (1) Introduction, (2) Review of Related Literature, (3) Research Method, (4) Research Finding, (5) Discussion, and (6) Conclusion and Suggestion.

Chapter I provides the background of the study, the problems of the study, objectives of the study, significances of the study, scope and limitation of the study and definition of key terms.

Chapter II discusses review of related literature that discuss the definition of learning strategy, the kind of learning strategy, the definition of vocabulary, the kinds of vocabulary, the importance of vocabulary, the vocabulary learning strategy, and the difficulties in learning vocabulary.

Chapter III explains methodology of the research with give information about research design, subject of the study, data and data source, data collecting technique and instrument, and data analysis.

Chapter IV includes data presentation, and findings of the research, which are derived from the method and procedure describes in chapter III.

Chapter V refers to discussion about interpreting the research finding.

Chapter VI deals with the conclusion of the study organized based on the research problem briefly and also suggestion consists of the researcher's recommendation based on the result of the study.

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