

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the research and it deals with several points, similar to the background of the research that contains an introduction of the research, the formulation of the research problem, the objectives of the research, the significance of the research, the scope and limitation of the research, and definition of key terms. All the points that have been mentioned will be elaborated further in the ensuing sections.

#### **A. Background of the Research**

Some people and even students have different capacities or memorization abilities. Some once read directly to memorize the sentence or material. However, some have to repeat up to ten times before they can remember the sentence or material. The purpose and reason I did this research is to find out some best practices that can make it easier to remember or memorize vocabulary, can also train students' English skills, and can also be used for all circles who want to learn English.

Learning English is not an easy thing even people who can speak English when asked about syntax, morphology, and others do not necessarily understand. If you discuss it, it must be difficult because people who can speak English do not necessarily understand syntax, morphology, and deeper knowledge about English. But indeed, the earliest thing is that we start with the easy thing which is to understand and memorize vocabulary. Many factors

away to broaden horizons such as applying for scholarships and doing business with foreigners. (Maretsya, 2013)

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A person's vocabulary is defined as the set of all words that understandable by the person or all the words that are likely to be used by the person it is to construct a new sentence. Language will not be separated from learning vocabulary, because vocabulary is a very important aspect of language skills. The more vocabulary you have, the more skilled you will be in Speak. In this case, vocabulary can increase the growth of writing activities, talking, reading, and listening. Vocabulary is a component that contains All information relating to the use of words in the language. (Sukmawati, 2020)

Some educational institutions seem to mostly apply the old method of memorizing and depositing rote vocabulary. That is the thing that can make students lazy or not interested in learning English because the method is only suitable for students who have strong memorization skills. As for students who do not have this ability, they will become stressed or exhausted if they have to try hard in memorization, especially if they deposit their vocabulary every day and are given a minimal amount. So at least each institution must have some unique methods that are not burdensome and make it easier for students to memorize so that the quality and English skills of their students as a whole have the same level. The lack of motivation of students to remember the vocabulary so that learning English is not a process of learning that allows students who are less motivated to learn, not interested and bored easily study less attention readiness, and confidence less, less to understand the order of teachers, lack of discipline so that in the end students can achieve the learning objectives which communicate using the English language. (Marissa, 2022) Therefore, efforts should be made to improve students' vocabulary memory.

Every learning process must use learning methods so that learning can be maximized. As Benjamin Franklin said in Kalayo learning will be easier if students are directly involved in learning. So, students not only listen to the teacher's explanation but students are invited to be active in the learning process for example by using the method of learning while playing with the medium of instruction, namely games. The more appropriate the method used

by the teacher in teaching, it is expected that the more effective the achievement of learning objectives.

In language learning, there are four language skills, including listening skills, speaking skills, reading skills, and writing skills (Darmuki et al, 2018: 115). One type of skill included in productive skills is speaking skills (Darmuki & Hariyadi, 2019: 256). Darmuki et al. (2019: 3) also explained that speaking skills are productive and expressive language skills and are used to communicate directly or face-to-face with other parties for certain purposes.

To reach that objective, four skills should be taught in English, such as reading, writing, listening, and speaking. In addition, Maxom says that speaking is the most important skill in English Language teaching to be mastered in school. Through speaking, students express their ideas, feelings, and desires to others. In the school, the students learn how to speak English more easily because some teachers and friends can be their facilitators and pairs to practice. Speaking is one way of communicating ideas and messages that are conveyed orally. That means speaking is very essential, and someone can express his or her feelings, emotions, and ideas by speaking. In the same way, Richard asserts that the mastery of speaking skills in English is a priority for many language learners.

In memorizing vocabulary and practicing speaking skills, of course, not only provide material to students but also teachers are expected to find unique and easy tricks in memorizing vocabulary, for example, teachers who have ideas and innovations in memorizing vocabulary using cards containing

vocabulary. The teacher told the students to line up neatly and guess the cards held by the teacher. For those who can't guess, they can ask their friends, but if they are still wrong, then the two students are punished by singing English songs. This of course even makes students interested and happy in learning and memorizing vocabulary so that over time the memorized vocabulary will be more and more and students can string sentences through memorized vocab to practice their ability to speak. Yenny Anjar Jayadi (2007: 13-18) suggests that "Quality in learning which includes internal and external factors is manifested as an indicator of learning quality which includes learning motivation and participation of Shiva in learning activities and mastery of student concepts". Assessment of learning and teaching processes is often ignored, at least receiving less attention than assessment of learning outcomes. Even though the learning process that involves the participation of students who are interested in the material or lesson is very important in the teacher's efforts to raise the enthusiasm and motivation of students in learning so that not only one or two students get good grades or understand the material clearly but it is hoped that all students can understand the material clearly. Nana Sudjana (2008: 56) states that "Assessment of learning quality is not only results-oriented but also process-oriented". Therefore, the assessment of learning outcomes and processes must be carried out in a balanced manner. A teaching and learning process is said to be good if the process can generate effective learning activities.

Based on the results of a dialogue with an English teacher on March 21, 2024, it is known that in teaching English in grade 8 MTsN 10 Blitar there are still several obstacles, one of which is that many students still have difficulty memorizing vocab and in mastering English speaking skills, other obstacles are the lack of learning media used, strategies that are still lacking in learning and media that are still monotonous. These obstacles cannot be separated from the fact that English is a foreign language that students must learn which is different in structure and format from the mother tongue and everyday language used by students. Therefore, students must study more diligently to master English. Skills taught in English language learning for grade 8 SMP/MTS include speaking, reading, and writing. Teachers also hope that students can master English vocabulary to the maximum.

English learning for grade 8 MTsN 10 Blitar lasts for one lesson hour. Once a meeting, the teacher teaches listening skills with the material to be discussed at the meeting contained in the package book and does not include exercises or questions given to students taken from the package book or reference books from other sources. Teachers take longer to teach reading skills. The Minimum Completeness Criteria (KKM) determined by the school for grade 8 English learning is 78. Of the total number of grade 8 students, there are still many who have not met the minimum completeness criteria in English subjects.

Based on the observations of researcher, it is also known that the lack of teacher ability to maximize media or learning methods in delivering material

can affect the mastery of students' speaking skills. Such learning will have an impact on the lack of pronunciation of vocabulary owned by students. Therefore, improvement in memorizing vocabulary and speaking skills in MTsN 10 Blitar needs to be improved by using media or methods or practices that interest students to learn English. One of them is by finding out good methods or practices for students who have memorized vocab have good speaking skills and have achievements related to English at MTsN 10 Blitar to be asked what methods or practices they usually use.

Several previous studies have been conducted related to memorizing vocabulary and practicing speaking skills. Previous research has focused on four areas. The first field is Techniques in memorizing vocabulary, including Sriumahmuda (2014), Rina Puji Utami (2017), and Abdul Hafidz bin Zaid, et al (2022). They say that when students have a large vocabulary they will find it easier to learn the language and the use of appropriate techniques will benefit students the ability to transfer large amounts of vocabulary, last a long time in memory, and not be easily forgotten.

The second focus in previous research is on factors that cause students to have good vocab-memorizing skills as research has been conducted by Siti Nurmeliya Baskrani (2016), Anita Wijayanti & Yohanes Bambang Gunawan (2018), and Sufarwitar N.Z (2022). One of these studies states that every student has at least memorized vocab that they caught or learned repeatedly in previous schools or classes, but the problem of increasing vocab memorization from students is in students, namely laziness and disinterest in English through

emphasis from teachers through memorization or practice and the use of interesting and good media or techniques when teaching this can have an impact on improving students' vocab memorization and students' interest in English.

The third field is related to practice in improving speaking skills, including Bal Ram Adhikari (2019) who stated that the use of role-play in English learning activities can improve students' speaking skills. In this case, students not only learn to confidently deliver dialogue but also learn to pronounce each word with good pronunciation, if this continues to be trained, then students' ability to speak will continue to increase. Likewise, Ardiansyah (2020) stated that the use of videos in a scientific approach is also able to improve students' speaking skills. Where students will be given a video to be used as an explanation of the material and reference what topics will be discussed and will be used as topics for role play. This will certainly increase students' understanding of the material and train students' ability to speak.

The fourth area is a factor that causes students to have good speaking skills as has been done by Boonkit (2010) mentioned that the use of appropriate activities for speaking skills can be a good strategy to reduce speaker anxiety. The results also revealed that freedom of choice of topics encouraged participants to feel comfortable, and persuaded to speak English, and increased speaking confidence among EFL learners. Likewise, Lai-Mei Leong & Seyedeh Masoumeh Ahmadi (2017) mentioned that students who have higher motivation and lower anxiety can speak easily and effectively.

Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance.

However, so far there has not been much research that discusses the best practices of students who excel and can memorize vocab and good speaking skills in a school. This is very important to do because best practices from students who excel and can memorize vocab and have good speaking skills can be a motivation and also an example for other students to apply the same method or practice or even try other methods or practices that suit each student's learning style. In addition, it can also be an innovation or even an idea for teachers to teach English lessons not only with material and assignments but also with the existence of interesting media or the use of methods or practices that can make vocab and students' speaking skills improve. Not only students will benefit if they have good vocab mastery and good speaking skills, but their English skills will also increase and as a result, the value of English lessons will be good and school accreditation, especially in terms of achievement of English lessons, will also increase.

The results of observations and interviews with the Principal of MTsN 10, Waka Curriculum MTsN 10, and teachers of English lessons, found that in MTsN 10 Blitar school 2 students had memorized vocab and good speaking skills and one of the students had won an English speech competition. This is an example that can be used as motivation and reference for other students to have vocab memorization skills and good English language skills as well as improved English lesson scores thanks to leaks or tips from practices or

methods used by students who have achievements and have good vocab memorization and speech skills at the school. This is also an example that can be used as a reference method or practice that teachers can use English lessons in teaching and learning activities in class, teachers do not need to look for various media references or learning methods in books or on the internet even though through students teachers can make it an idea to be more creative (understand the conditions of students and classes) on the advice of methods or practices that are usually students who have achievements and language skills Good English is done so that all students can reach out or grasp the method or good practice and together have improved vocab memorization and improved speaking skills. Not only students, teachers, and even schools can feel the benefits if the practice or method of students who have achievements and the ability to memorize vocab and good speaking skills is properly tested or tried in class or even try to innovate or find methods that are similar but suitable for the classroom environment and students can improve the quality of scores from English lessons as well as increase school accreditation for the better, This is what makes this topic worth researching.

This is important to be researched because of the problems faced by teachers in MTsN 10 Blitar, namely regarding student motivation and learning outcomes in English lessons that are considered not good. And it is known that 2 students in the school are categorized as good English among other students and one of them has won an English speech competition. Therefore, researcher want to examine MTsN 10 Blitar because they want to know what are the

good practices used by the 2 students, especially students who have won English speech competitions, and how their English is good, especially in vocab memorization and speaking skills as well. In addition, MTsN 10 Blitar has never conducted research regarding English lessons, especially regarding the practices used by students in memorizing vocabulary and practicing speaking skills. So that the implementation of this research is important for researcher because it can be a motivation and reference for students in the school, especially in terms of improving vocab memorization and speech skills, and can even increase the value of English subjects. As well as being an idea and even a reference for teachers so as not to be monotonous in class that only provides material and questions or exercises from books with the methods or practices used will make students interested in learning English and increase the value of student English lessons and this will also have an impact on increasing school accreditation, especially in achieving the completeness of good scores in student English subjects.

Based on the explanation above, in this study, researcher took the title “Strategies of an Achievement Student in Memorizing Vocabulary and Improving Speaking Skill in MTsN 10 Blitar. In this study, the researcher only focused on observing, documenting, and interviewing methods or practices used by students who have achievements and have good vocab memorization and speaking skills in memorizing vocabulary and improving speaking skills in MTsN 10 Blitar.

## **B. Formulation of Research Problem**

Based on the above background, several problem identifications can be formulated as follows:

1. What makes an achievement student able to memorize a lot of vocabulary?
2. What makes an achievement student speak well?

## **C. Objective of the Research**

Based on the formulation of the problem, the objectives to be achieved in this study are:

1. To explain what strategies are used by a student who has achievements in improving vocabulary memorization.
2. To explain what practices or strategies are used by a student who has achievements in improving or practicing speaking skills.

## **D. Significance of the Research**

In this research, the researcher expects that the results of this research will be useful and relevant for:

### **a. For Teachers**

As a source of information and can be used as study material for self-correction in terms of methods applied in teaching. As well as improving the quality of oneself as a professional educator to improve the quality, process, and learning outcomes of students.

**b. For Students**

As motivational and reference material to try to apply methods or practices in increasing memorization of vocabulary improving their speaking skills and increasing scores in English subjects.

**c. For Schools**

With the increase in students' grades that are getting better in English subjects, this can also have an impact on better school accreditation. This is certainly the desire of each school to be able to compete in academic terms, especially in English learning lessons.

**d. For Other Researchers**

There are so many references, be it books, articles, journals, and theses related to tips, methods, or best practices in memorizing vocabulary and improving speaking skills easily. However, for researchers who need references about best practices from students, this research can be used as a reference.

Conducting this research will support and motivate other researchers who need to conduct research and also have a positive effect on the quality of research, strengthen vocabulary memorization, and improve students' speaking skills through the practice or methods of students who have achievements and have good vocab memorization and speaking skills.

Here researcher hope that their research can add to or enrich their knowledge and help them in providing some references to conduct further research.

#### **e. For the Researcher herself**

As a means to integrate skills and knowledge and fulfill one of the requirements for a bachelor's degree (S1) in the field of English Language Education at the Faculty of Tarbiyah and Teacher Training UIN SATU TULUNGAGUNG.

### **E. Research Scope and Limitation**

Based on the background of the above problems, the scope of the problem in this study is focused on the best practices or methods used by students who have achievements and have good vocab memorization and speaking skills in memorizing vocabulary and improving speaking skills in students at MTsN 10 Blitar.

### **F. Definition of Key Terms**

There are several terms in this study that need to be clarified by researchers to avoid misunderstandings in reading this study, as follows:

#### **1. Memorize Vocabulary**

Vocabulary memorization is the activity of adding memorization of new words, the meaning of words, and the correct use of words. Especially when learning English, mastering or having memorized a large vocabulary will help you speak more fluently.

## 2.Vocabulary Memorization Strategies

Vocabulary memorization strategies are tactics or techniques of learning or adding to the memorization of vocabulary used by a person to overcome their difficulties in learning vocabulary or comfort their way of memorizing that suits themselves and their style to make it easier for them to achieve the target of memorizing vocabulary.

## 3.Improving Speaking Skills

Improving speaking skills is an activity that refers to training English speaking skills to facilitate speaking or being more proficient in talking to the interlocutor.

## 4.Strategies to Improve Speaking Skills

Strategies to improve speaking skills are training techniques or tactics used by a person to overcome a person's difficulty in improving their speaking skills, vocabulary, or comfort, their way of training that suits themselves and their style to make it easier for them to achieve the target of improving speaking skills.