

CHAPTER I

INTRODUCTION

This chapter discusses the background, the problem, the objectives, the Significance, the assumptions, the scope and limitations, the theoretical framework. and the operational definitions of the study.

1.1. Background of the Research

The purpose of learning English in general is so that English can be used fluently as a medium of communication, both orally and in writing, and also of course can master the 4 language skills (listening, reading, writing, speaking). Included in the spoken language group are listening and speaking, while written language includes reading and writing. EFL students have many ways to learn English. both from learning methods, learning resources, study habits, and others related to the way they understand English.

In learning English, students are required to master vocabulary. Vocabulary plays an important role in language learning. In English learning requires students to master vocabulary, at a certain level it must be done quickly, for example at the university level. Therefore, learners must have a strategy, because vocabulary is an important component. English education students are required to master vocabulary for learning English.

The importance of vocabulary in language learning is also described by Wilkins (Thornbury, 2002:13), who states that “without grammar, little” can be conveyed; without vocabulary, there is nothing to convey”. He further stated that by learning one's vocabulary one would be able to improve language skills quickly. Harmer (1992:153) also states the same thing that "if

the structure of language forms the framework of language, then it is vocabulary that provides vital organs and flesh". From this statement it can be concluded that for the sake of communication, vocabulary is more important than grammar.

Vocabulary learning strategies are important for students. As Oxford (1990) points out, students need to use appropriate strategies. Learning strategies are used by students to make learning easier, faster, more enjoyable, more independent, more effective and transferable. Schmitt (2000) also states that vocabulary learning strategies can draw students' attention to language learning in a way that empowers and strengthens them. Vocabulary development. Vocabulary should be learned using proactive strategies to help students understand foreign language concepts, achieve better word counts, and use words well for communication purposes (Cahyono). , 2008). Therefore, the use of effective strategies for vocabulary learning actively contributes to the growth of students' vocabulary, which affects students' language skills.

During the process of learning English, students at the Muhammadiyah University of Jember take Vocabulary courses in the first semester. This semester they learn about vocabulary mastery by following the learning method directed by the Vocabulary course lecturer. In this condition, the researcher wants to know the learning strategies used by second semester students who have taken Vocabulary courses during their learning process to find effective strategies that are commonly used by students in their vocabulary acquisition process.

1.2. Problem of the Research

Based on the research background above, the main problem is “What strategies are used by second semester students of English education at Muhammadiyah University of Jember to acquire vocabulary?”, the main problem is formulated specifically as follows :

- 1) What strategies are used by second semester students of English education at Muhammadiyah University of Jember to acquire vocabulary when learning in class?
- 2) What strategies are used by second semester students of English education at Muhammadiyah University of Jember to acquire vocabulary when learning outside the classroom?

1.3. Focus of the research

The focus of this research is to describe what strategies are used by second semester students of English education at Muhammadiyah University of Jember to acquire vocabulary in their learning process.

1.4. Objective of the Research

The purpose of this study is to focus on the English vocabulary of EFL students. The author finds out how Indonesian students master foreign languages. Based on the problem of the research, the objectives of the research could

be formulated as follows:

- 1) To describe what strategies are used by second semester students English education at Muhammadiyah University of Jember to acquire vocabulary when learning in class.
- 2) To describe what strategies are used by second semester students English education at Muhammadiyah University of Jember to acquire vocabulary when learning outside the classroom.

1.5. The Significance of the Research

There are two kinds of benefits can be found from this research, that are :

1. Theoretical benefits
 - a. This research can enrich the theory of students' vocabulary acquisition strategies in learning English.
2. Practical benefits
 - a. For students
This research has a positive influence in the learning process, especially vocabulary acquisition strategies in learning English.
 - b. For other researchers
This research can provide an overview in analyzing vocabulary acquisition strategies in the process of learning English.

1.6. Assumption of the Research

The assumption of this research is that problems will arise because of students' difficulties in learning English, especially in acquiring vocabulary. Vocabulary learning strategies (VLS) are intuitively appealing to teachers and students. It has also become a popular research topic among researchers in the last two decades. Recent years have seen two books (Gu, 2005; Takač, 2008) and a number of articles on the learner's deliberate and strategic efforts in learning vocabulary. So, to increase vocabulary acquisition, use a vocabulary acquisition strategy for students in the learning process.

1.7. Scope of the Research

This research is about foreign language mastery of students studying English at University and focuses on vocabulary mastery. The subjects of this research are second semester English students at the Muhammadiyah University of Jember.

1.8. Definitions of Key Terms

The definition of this study has function to guide readers in understanding the concept of this study. It is due to avoid misunderstanding between writer and readers. The term that needed to divine clearly is ;

1) EFL (English as a Foreign Language)

English as a Foreign Language is learning English in a non-English speaking country. For example, students in Indonesia who study English are considered EFL students because English is not the official language of the country.

2) Vocabulary

Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Wehmeier, et al., 2005:1707), whereas vocabulary teaching, as Furneaux (1999) states, deals with the selection and presentation of words (lexis) for learners (p.367).

3) Vocabulary Learning Strategy

Vocabulary learning strategies are the steps used by students language learners to acquire new English words. The experts have classified a number of different vocabulary learning strategies. In this study, the researcher uses a taxonomy of learning strategies vocabulary that has been developed by Schmitt (1997). By taxonomy Schmitt, there are two groups of strategies, namely: discovery strategies and strengthening strategy (consolidation).